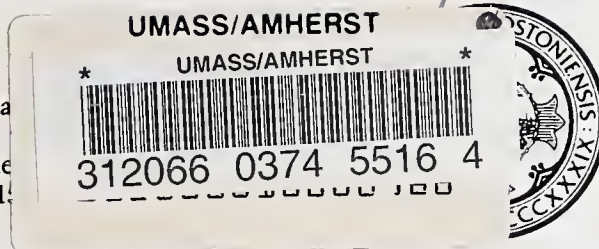


MASS. EDI. 2: C58 / BOSTON UNIV / REV,  
Boston University

Office of the Vice President and  
Dean of Students  
775 Commonwealth Avenue  
Boston, Massachusetts 02215  
617/353-4126 (V/TTY)  
Fax: 617/353-4225



*Approved [Signature]*

DEC 9 1994

EXECUTIVE OFFICE  
OF EDUCATION

October 7, 1994

Piedad F. Robertson  
Secretary of Education  
ATTN: Charter Schools  
Executive Office of Education  
One Ashburton Place, Room 1401  
Boston, MA 02108

Dear Secretary Robertson:

Enclosed please find a complete Charter School Application on behalf of the Boston University Charter School, Incorporated.

While we were in the process of compiling Part III of the application, we updated Parts I and II to reflect the current status of our plans and efforts.

One notable change in the data provided last February in Parts I and II is the number of students with which we plan to begin operation of the charter school. We have decided to commence operation with 60 to 90 students in two or three classes, vice the originally planned 150 students in five classes. We still plan to add one class of 30 students per year and to enter our fourth or fifth year of operation with 180 students in grades 7-12. Our recent planning has shown that the scope of the start-up task, including building renovations, would be best managed with the smaller number of students during our first year of operation. Therefore, we have revised that number and the scope of the start-up effort in order to provide a more favorable scenario for a successful and smooth opening in September 1995.

I look forward to the next phase in our preparations for charter school operation. We shall be fine tuning our plans and implementing them in the next few weeks.

We very much appreciate your support and that of your staff as we work to translate plans to successfully functioning charter schools.

Sincerely,

W. Norman Johnson  
Rear Admiral, USN (Ret.)  
President, Boston University Charter School, Inc.



February 15, 1994

Piedad F. Robertson  
Secretary of Education  
ATTN: Charter Schools  
Executive Office of Education  
One Ashburton Place, Room 1401  
Boston, MA 02108

Dear Secretary Robertson:

I am pleased to submit the Charter School Application on behalf of the Boston University Charter School, Incorporated. This application is submitted in conjunction with Boston University and will allow the Boston University Charter School to benefit from the support of the University. I believe the plan outlined in this application closely adheres to the goals envisioned when the legislation enabling Charter Schools was enacted.

This proposal presents an innovative approach to address the education of students whose true needs have been largely ignored by our educational and social support systems. Lacking the benefit of a family or home structure, many of these talented students become alienated from education, drop out from school and remain unprepared for employment. The Boston University Charter School offers these students, for whom the Commonwealth is accountable, an option in education that will be more relevant and comprehensive that can be accommodated by traditional approaches.

After reviewing this application, I hope that you will agree that this plan is an unique program that achieves many of the goals envisioned in establishing charter schools: educational options for students; innovative programs and learning methods; accountability for educational outcomes; entrepreneurship among teachers and school administrators; and new approaches to school structure and management. The Boston University Charter School can depend upon the University to provide the continuing support described in this application. I am looking forward to your approval of this application and the opening of this school in September 1995.

Sincerely yours,

W. Norman Johnson  
Rear Admiral, USN (ret.)  
President, Boston University Charter School, Inc.  
Vice President and Dean of Students, Boston University



First in Peace, 775 Commonwealth Avenue, Suite 324, Boston, Massachusetts 02215

PHONE: 617/353-1126 FAX: 617/353-1225



# Commonwealth of Massachusetts

## Executive Office of Education

### *Charter School Application Designated Contact Person*

Please provide the Executive Office of Education with the following information identifying a designated contact person for the group submitting an application for charter school status. This form *must* be filed along with the charter school application no later than February 15, 1994. Please mail all required materials to:

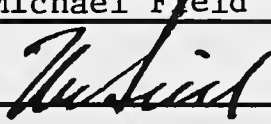
Secretary of Education  
ATTN: Charter Schools  
Executive Office of Education  
One Ashburton Place, Room 1401  
Boston, Massachusetts 02108

Tel: (617) 727-1313

*Please print or type:*

Boston University Charter School, Incorporated

Name of organization/group filing for charter school status

<b>Contact Person</b>		
<b>Name:</b>	Michael Field	
<b>Signature:</b>		<b>Date:</b> 10 / 7 /1994
<b>Title:</b>	Executive Director	
<b>Address:</b>	775 Commonwealth Avenue	
<b>City:</b>	Boston	
<b>State:</b>	Massachusetts	
<b>Zip:</b>	02215	
<b>Telephone:</b>	617/353-8361	
<b>Fax:</b>	617/353-4225	


# Commonwealth of Massachusetts

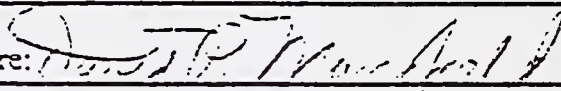
## Executive Office of Education

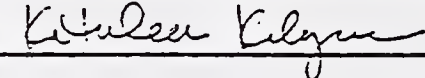
### Charter School Application

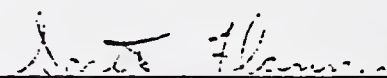
I/We, the undersigned charter school applicant(s), do hereby certify that the information provided herein and filed with the Executive Office of Education on this the 15th day of February (month) of the year 1994, is to the best of my/our knowledge, truthful and accurate.

(This signature sheet *must* be attached to the application when it is filed.)

Name: W. Norman Johnson	Signature: 	Date: 2/15/94
Address: 325 Goddard Avenue	City: Brookline	State: MA
		Zip: 02135
		Tel: 617/738-4556

Name: David P. Mansfield	Signature: 	Date: 2/15/94
Address: 16 Bow Street	City: Arlington	State: MA
		Zip: 02174
		Tel: 617/646-0661

Name: Kathleen Kilgore	Signature: 	Date: 2/15/94
Address: 8 Walter Street	City: Roslindale	State: MA
		Zip: 02131
		Tel: 617/325-3212

Name: Scott Flannery	Signature: 	Date: February 15, 1994
Address: P.O. Box 2272	City: Hamilton	State: MA
		Zip: 01982
		Tel: 508/921-2606

Name:	Signature:	Date:
Address:	City:	State:
		Zip:
		Tel:

Name:	Signature:	Date:
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Name:	Signature:	Date:
Address:	City:	State:
		Zip:
		Tel:

If more space is required, please attach additional sheets.

Executive Office of Education, One Ashburton Place, Room 1401, Boston, MA, 02108

**The Boston University Charter School**

**Charter School Application  
for Fall 1995  
(Part I and II)**

**Submitted:**

**February 15, 1994**



## Preface

Throughout its history, Boston University has been a major resource to the City of Boston, Metropolitan Boston, and the Commonwealth of Massachusetts. Local individuals, organizations, and businesses benefit from the wide variety of programs and services offered by University faculty, staff, and students. Boston University is proud of its commitment to the community -- a commitment to making a difference.

Boston University's role in the community has been exemplified by the wide range of services provided to educational institutions, including partnerships, field placement of students, early childhood and secondary school programs, and activities for teachers and administrators. A number of community service activities have also been provided in the non-profit and health care sectors.

One such program, started in September 1992, is First in Peace. This initiative addresses the need to provide alternative education and care options for young people without homes or families by calling upon former military leaders and veterans to serve as mentors and educators, and by calling for the innovative reuse of military facilities to create a nurturing environment for these youth. The University demonstrated the viability of this concept during the July and August, 1992 at Fort Devens.

The legislation enabling Charter Schools offers an opportunity to expand the approach promoted by the First in Peace Program. To achieve this, Boston University has set up a separate, affiliated non-profit corporation, The Boston University Charter School, Incorporated. As an applicant for a charter, the founders believe there are important benefits to be realized by bringing the intellectual and organizational resources of a major research University to address the educational and social needs of the young people to be served by the school. These include:

- support of the school's faculty by the faculty of the University in developing innovative programs, services, and teaching approaches;
- the opportunity for collaborative efforts between the Charter Schools and other existing community programs affiliated with the University;
- the participation and support of Boston University students in the programs and activities of the Charter School; and
- organizational and administrative support.

Boston University is committed to the entrepreneurial nature of this venture. While the support of the University will be available to the Charter School faculty and administration, the school will be governed as an separate entity, accountable to its own Board of Trustees.

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# **Boston University Charter School Application**

## **Part I**

### **1. Mission**

The Boston University Charter School, a program for boys and girls in grades seven through twelve to operate at Fort Devens, offers a unique educational opportunity for those youth unsupported by a home or family structure. In association with the University's First in Peace program, the Boston University Charter School will take advantage of human and physical resources available from defense conversion to provide mentors, role models, and educators for young people. Boston University Charter School provides teaching and leadership opportunities for veterans and former defense industry workers who have a broad range of specific skills, while providing quality education and support services for a population of youth who have potential for academic and employment success. The young people to be served by this program are at decision-making stage. Will they become contributors to society? The mission of this school is to ensure they do.

### **2. School Objectives**

#### **A. Broad Academic Goals**

The Boston University Charter School is committed to ensuring academic success that would enable students to choose an educational path which includes a college education. However, this program will be set up to allow the student to prepare for college or for employment. It is recognized that post-secondary education is an important goal, but may not be the best option for every student. To this end, the Boston University Charter School will also ensure that all students are prepared to enter the work force upon graduation. For those with the motivation to pursue a college education, the Boston University Charter School will provide an appropriate curriculum and level of rigor to ensure that graduates score at or above the national average on the SAT.

Students completing the program will receive a high-school diploma. They will have sufficient vocational preparation to allow them to enter the work force within several months of their graduation. Particular attention will be given to preparation for employment within Massachusetts growth industries

such as biomedical technology, software in communications and financial services. The Boston University Charter School will set up partnerships for the purpose of finding suitable employment opportunities for its graduates.

## **B. Non-academic Student Performance Goals**

In addition to pursuing these academic objectives, the Boston University Charter School has numerous non-academic goals. Through both formal and informal activities, citizenship and responsibility to the community will be stressed. Students will be expected to be knowledgeable about current issues and to participate in a community service activity throughout the academic year. Particular attention will be given to wellness and health promotion, violence reduction and the development of conflict resolution skills. Boston University Charter School students will also be expected to be effective self-advocates. They will learn how to gather information about employment and educational opportunities. They will learn how to be active participants in the political process and to make their views known to those with power and resources. Students will also participate in training that will develop knowledge and skills in finance, time management, and self-discipline.

## **C. The "Culture" of the Boston University Charter School**

The Boston University Charter School will develop a community environment within the school where concern and respect for others is the expectation. It will be an environment in which innovation, challenged thinking, disciplined inquiry, and team work will be promoted. The school will be a shared enterprise among students, teachers, and staff. It will be an environment that is grounded in the reality that the students attending this school need to have some very concrete skills to make a successful transition from academics to the world of work. It will be clear to the students that hard work and commitment are necessary to acquire such skills. The environment will be a community in which every member is expected to do their part. While the Boston University Charter School and First in Peace program will be independent, they are nevertheless part of a larger community, that of Fort Devens. During the lifetime of this charter, the community surrounding the Boston University Charter School will be going through profound changes. Students will witness first-hand the evolution of a new community and have the opportunity to be active participants in its development.

The community culture and the academic and non-academic objectives



are all directed towards the development of a positive self-image and a strong sense of self-esteem. By fostering this within a group of youth very likely to have poor self esteem, the Boston University Charter School will have more attentive students focused on their accomplishments rather than any weaknesses.

The Boston University Charter School will not be a "boot camp." While community building elements of the military experience will be present, the type of disciplined activity that will be achieved will be attained by encouraging internal motivation, with as little external direction as possible. This type of self-discipline will result from the establishment of high expectations and responsibility for self and towards the community. A nurturing climate of cooperation and tolerance will prevail which teaches conflict resolution, and where creativity, motivation, and persistence are respected. Among the goals of the Boston University Charter School is the support of self-esteem enabling young people to be successful in their pursuit of education and careers. It is the view of the founders, that a "boot camp" does not achieve these goals in a manner that persists after the student leaves that rigid environment.

### **3. Statement of Need**

The public school system in Massachusetts is not effectively meeting the education needs of a large number of students and is not adequately preparing them to be competitive in the job market. Massachusetts has lost its competitive economic advantage for many industries as there are not enough skilled workers. In Massachusetts, economic conditions over recent years have put added economic burdens in the predominantly minority, inner-city areas of Boston, Worcester Lowell, Fitchburg, Chelsea, and small manufacturing centers. Although all inner-city residents suffer the ill effects of unemployment and crime, the most vulnerable are children without families. The loss of economic opportunity and hope for these youth is demonstrated by high drop-out rates and increasing violence. The socialization process that should result in youth caring for one another and respecting authority and community property has deteriorated. The situation is particularly acute for youth without a home or family.

- In July, 1992, a total of 12,311 children under 17 were living in "placement" (foster homes, relatives, community residences, institutions, or supervised living).
- Of these, the largest percent (38 percent) are from 12-17 years old, and are unlikely to be adopted or returned to their families of origin (Department of Social Services Annual Demographic Report on Consumer Populations, July, 1992).

- Despite implementation of the Family Preservation model (keeping children with their biological parents while providing social service support) by the Department of Social Services, "the proportion of children in placement, as a proportion of all children receiving services has slowly increased from 21 percent in 1984 to 29 percent in 1992" (Annual Demographic Report, July 1992).

Adolescents without families face a high risk either of becoming victims or victimizers in the drug and gang culture of the inner city, as violence reaches epidemic proportions.

- A 1992 study by the National Crime Analysis Project at Northeastern University found that, while the number of adults arrested for murder has declined, the number of youths under 18 charged with homicide has risen spectacularly, with the largest increase (217 percent) in the number of 15-year-old boys arrested.
- During 1991, 1,730 Massachusetts juveniles were arrested on charges of murder, assault, rape, or robbery, according to a 1993 study by the Center for the Study of Social Policy and the Annie E. Casey Foundation.
- Of 61 murders in Boston from January through July, 1993, 14 victims were 17 years or younger.

"As we do less for our children, as we provide them with less support, as we provide less investment in our children, we can expect a certain segment of them to become more problematical, and in extreme cases, violent," Glenn Pierce, of Northeastern University's Center for Applied Social Research commented (The Boston Globe, August 13, 1993).

Clearly, in Massachusetts there is a need to find: 1. innovative alternatives to the present foster care; and 2. educational placement options for inner-city youth. There is a need to develop education and care opportunities so they may become active participants in education and life skills training, and be exposed to culture and lifestyles that they can build upon to become productive citizens. For many of these at-risk youth, traditional approaches to education have been a failure. The establishment of a Charter School will provide a new type of educational opportunity. It would allow for innovative, hands-on learning to take place. It would allow a new type of teacher, former military leaders, veterans, and displaced defense industry employees, to work alongside traditional educators, with a shared commitment to ensuring the success of the school. It would allow high expectations to be set, yet would provide the flexibility to structure the education program to the strengths of the individual student. It would stress the value of building a community at the school and



local level, and the importance of active community service. Different teaching approaches, a new type of teacher, commitment to community, productive reuse of taxpayer assets, and flexibility: these add up to the "break the mold" school envisioned by the legislature in enabling Charter Schools in Massachusetts.

#### **4. School Demographics**

##### **A. Location**

The Boston University Charter School will be located at Fort Devens where the US Army is greatly reducing its presence by 1995, although current plans call for limited military operations to remain there indefinitely. Surrounding communities have been adversely effected. The impact includes higher unemployment, reduced population, lower property values, and contraction of services, including schools.

The base realignment leads to new opportunities. Base Reuse officials are developing a plan for the reuse of Fort Devens. These plans include: a new federal prison and efforts to attract industry to the area. An inter modal rail facility has already begun operations. Additionally, several other non-profit human service programs are seeking to establish a presence including a program for single homeless mothers and their children, the Robert Kennedy Action Corps, and the Job Corps.

The Boston University Charter School has not secured a facility. However, as Appendix A demonstrates, the Boston University Charter School initiative is working with the U.S. Department of Education, the Fort Devens Reuse Center and Base Realignment and Closure planners to obtain suitable facilities. These officials have indicated that there are ample facilities at Fort Devens to support all activities of the Charter School including our residential component and that this would be an appropriate reuse of these facilities. The University has established a presence there as its First in Peace program successfully negotiated access to facilities to house, feed, and provide academic and social activities for five weeks during the summer of 1993 for a similar group of young people. A national service program for summer 1994 was conducted successfully in one of the buildings requested for use of the charter school.

Boston University Charter School is determining if facilities can be acquired via a public benefit conveyance through the US Department of Education and/or through the US Department of Health and Human Services.



## **B. Site Selection Criteria**

Fort Devens was selected as the site of the Boston University Charter School because:

- A military base is a safe community with very clear expectations of concern and respect for others.
- The military provided a model of success in addressing diversity and racial integration. This is reflected on a military base where individuals, men and women, of all races, ethnic backgrounds, creed and ages work cooperatively and productively toward shared objectives.
- The base has excellent facilities that will be used effectively by the Boston University Charter School.

Aside from available space for classrooms, libraries, athletic and other facilities to support the academic objectives, the infrastructure exists both in terms of facilities and community to support our non-academic objectives. For example, facilities for automotive repair, day care, public works (e.g., landscaping and road repair), plumbing, machining, welding and sheet metal fabrication, and carpentry will be available. The trade and shop facilities will be utilized by base and program personnel to teach youth a practical skill for which employment could be attained and to give students a broad range of practical everyday skills (e.g. changing a faucet washer, changing a tire, oiling and greasing a car, repairing a broken window or door).

Although the presence of the Army will be greatly reduced, Fort Devens will remain a viable military installation. As a consequence, a diversified community, along with a safe environment will be provided that will allow the students to pursue their goals free from the unwarranted and negative social, moral, and physical interferences that have been prevalent in many of their lives.

The redevelopment of the Fort Devens area also allows for students to observe and participate first-hand in the process of developing a new community from a pre-existing one. This will be achieved through community service projects in which the youth will be expected to participate or through internships and part-time jobs with organizations that are in place or who will establish operations at Fort Devens.

### **C. Characteristics of the Students**

The primary target group of young people to be served by the Boston University Charter School will include those who are unsupported by a home or family structure, specifically homeless youth and wards of the state. This can also include young people from dysfunctional families who could benefit from this program and those whose foster care placement is ineffective.

### **D. Enrollment**

The Boston University Charter School will initiate operations with 60 students in grades 7 and 8 and will add one grade each year until the school population reaches 180 students in grades 7-12 during the fifth year of operation, as is shown in the following table:

YEAR	GRADES	POPULATION
1995-1996	7-8	60
1996-1997	7-9	90
1997-1998	7-10	120
1998-1999	7-11	150
1999-2000	7-12	180

## **5. Recruiting and Marketing Plan**

The Boston University Charter School is seeking to recruit applicants with the academic, leadership, and motivational potential to succeed from among the population of at-risk young people unsupported by a family or home. These students are not likely to respond to typical approaches of recruitment. The recruitment effort for this program will require more innovative approaches that involve widespread support and assistance from state and local support agencies, such as the Massachusetts Departments of Social and Youth Services, YMCAs, YWCAs, Boys and Girls Clubs, local school boards throughout the Commonwealth, and many other social service agencies providing support to youth.

The specific marketing plan will include:

- establishing liaison relationships with DSS and DYS;
- The First in Peace residential program will apply as a Foster Care Provider and once approved, the program will be in a position to receive applicants



from DSS;

- establishing contacts with other youth programs, such as the Boys and Girls Clubs, YMCA, YWCA, as well as a variety of human service organizations that focus on foster care and at-risk youth, including religious programs;
- presentations and literature dissemination to local school boards, school administrators, teacher organizations, and parent groups; and
- individual or small group meetings with students, parents, guardians, or other referring individuals.

The Boston University Charter School program will also work to develop opportunities to get the word out about the school through participation in conferences, forums, and media discussions that address the Charter Schools initiative.

## **6. Admissions Policy**

### **A. Methods and Standards**

Students will be required to submit an application to include personal background information, a written statement as to why they are seeking admission to the program and what they would hope to achieve by their participation, three letters of recommendation, which could be from teachers, guidance counselors, coaches, social workers, clergy or any other non-peer who has knowledge of the applicant, and a sample of the student's school work that clearly demonstrates that the student has academic or vocational potential. This work could be a work of art or writing, not directly related to their classroom, or it could be a project that was completed as a class assignment. Additionally, in order to verify their curriculum history, students will be asked to submit their report cards or otherwise provide access to their previous academic record. The Boston University Charter School is currently investigating the availability of any appropriate standardized diagnostic testing that could be used for placement of students. Individual interviews with members of the Boston University Charter School administration or teachers will be included.

Applications will be reviewed by a panel of the Boston University Charter School administration and teaching staff. The criteria for admission will be:

- candidate shows the potential to benefit from the unique educational approach of the Boston University Charter School. Factors to be considered would be recommendations, previous academic and disciplinary records, and a student "work" sample.
- the student demonstrates an interest in pursuing this type of educational program, a willingness to abide by the school's rules and regulations (including



the expectation to participate in community service activities), and a commitment to put forth the effort to learn and gain experience.

- objective standards

## **B. Non-discrimination**

The Boston University Charter School, as a part of Boston University, adopts the University's non-discrimination policy. This policy states:

Boston University prohibits discrimination against any individual on the basis of race, color, religion, sex, age, national origin, physical or mental handicap, marital, parental, or veteran status. This policy extends to all rights, privileges, programs, and activities, including admissions, financial assistance, employment, housing, athletics, and educational programs. Boston University recognizes that nondiscrimination does not ensure that equal opportunity is a reality. Because of this, the University will continue to implement affirmative action initiatives, which promote equal opportunity for all students, applicants, and employees. Inquiries regarding the application of this policy should be addressed to the Director, Office of Equal Opportunity, 25 Buick Street, Boston, MA 02215, 617/353-4475.

In order to provide for an academic environment in which there is a commitment on the part of the students to learn and to contribute to the building of a school community, the University believes that students should meet the criteria described in the previous section. In the event that eligible applicants exceed the available seats, a lottery will be implemented as required by law.

## **7. Profile of Founding Coalition**

### **A. Leadership and Management**

Rear Admiral W. Norman Johnson, USN (Ret.), Vice President and Dean of Students, Boston University. A career Naval officer, a native of Roxbury, and a decorated Vietnam combat veteran, Admiral Johnson played a key role in the racial integration of the Navy and in developing educational and technical training and support programs to promote equity and diversity in the armed services. As Vice President and Dean of Students at Boston University, Admiral Johnson has developed university-wide student academic, developmental, and social support services, recruitment and support programs for minority, female, and disabled students, and community outreach programs.

David Mansfield, Assistant Dean, Office of the Vice President and Dean of

Students, Boston University. Mr. Mansfield has been at Boston University for thirteen years and has served as assistant dean for the past seven years. During his tenure as assistant dean, he has been responsible for several Student Affairs departments. He is also president of the Massachusetts Parents Association for the Deaf and Hard of Hearing, a 600 member, non-profit, volunteer organization committed to providing information, support, and advocacy on behalf of parents of deaf and hard of hearing children.

Scott Flannery: A former infantry Captain in the US Army, Mr. Flannery was selected to implement and manage the Boston University First in Peace Summer Demonstration Program, during July and August, 1993. A eleven-year veteran, since he left the army Mr. Flannery has held positions as a campus security director and a branch manager for a contract security company. He has strong organizational and management skills and is responsible for the management of the First in Peace youth programs.

## **B. Advisory Board**

W. Norman Johnson, Chairman

Dr. David Blackmon, Assistant Dean and Director of Minority Affairs, and professor, Industrial Engineering, College of Engineering, Northeastern University; Director, Northeastern University Progress in Minority Engineering (NUPRIME).

Dr. Roselmina Indrisano, Professor and Chairman, Developmental Studies and Counseling, School of Education, Boston University

Dr. Dan Monti, Associate Professor of Sociology and Urban Studies, Boston University, member editorial boards of American Journal of Sociology, Journal of Urban Affairs, and Qualitative Sociology.

Dr. Wilma Peeble-Wilkins, Acting Dean, Boston University School of Social Work

Dr. Sylvia Q. Simmons, Executive Vice President, Client Services Division, American Student Assistance Corporation; adjunct faculty, School of Education, Boston University

James L. Sanders, Vice President, Operations, and Executive Director, YMCA of Greater Boston

Brad Snyder, Looney and Grossman, Attorneys at Law, Boston, MA

Russell Stokes, Executive Transitions Incorporated, Alexandria, Virginia, a firm that specialized in placing youth in jobs within major corporations

Dr. Hannelore Vanderschmidt, Director, Center for Education Development in Health, School of Public Health, Boston University.

## 8. Timetable

The Boston University Charter School could begin operations during August 1995. Although, the University could initiate a program like this on a smaller scale for the fall of 1994, our current timetable seeks to begin academic operations in the fall of 1995. A timetable of key milestones is listed below:

February 15, 1994	Deadline of program submission
March 15, 1994	Approval of Application for Charter
September 1994	Hire Executive Director Submit formal request for facilities at Fort Devens
December 1994	Initiate student recruitment plan Initiate teacher recruitment plan
January 15, 1995	Begin to accept applications Review of candidates applications (ongoing)
April 1995	Hire principal
Spring and Summer 1995	Preparation of facilities Hiring of teaching, administrative, and other staff Acquisition of instructional materials
August 1995	Staff and faculty training programs
September 1995	Boston University Charter School Opens Student orientation Classes Begin



## **Part II**

### **9. Evidence of Support**

The First in Peace concept has been endorsed by a broad range of individuals: private citizens, government leaders, elected officials, veterans representatives, and educators. Appendix B includes some of the letters of support that have been received.

In addition, a distinguished and diverse group of individuals have agreed to volunteer their time, expertise, and support by serving on the Boston University Charter School Advisory Board.

### **10. Educational Program**

#### **A. Educational Program and Philosophy**

The educational program of the Boston University Charter School is designed to prepare all students for successful transitions to employment and/or college. Learning is a lifelong process. We do not anticipate that all graduates will immediately enroll in post secondary education, as some may choose to continue their education in the work place. Rather, we expect Charter School graduates to move in and out of the formal educational system and the world of work throughout their lives and that they will be ready to begin upon their graduation.

Boston University Charter School graduates may change careers, but will retain the ability to learn and adapt that will lead to success in any career. For those who choose work, the Charter School staff will help in the job search process, and mentors will be assigned during the first year of work to provide ongoing support. Special help will be available for those graduates who show an aptitude for entrepreneurship; they will be helped in starting small businesses, especially in inner city areas. For example, in the past two years, about thirty small businesses began in the Codman Square area of Dorchester - many started by local youths. The establishment of new Enterprise Zones will create even more opportunities.

However, for those Boston University Charter School students who are interested in continuing their education, there will be more contact with the post secondary educational system than in most schools. Both juniors and seniors will have the opportunity to attend lectures and workshops at Boston University,

in order to become familiar with the university environment.

This proposal will discuss educational objectives in four areas: academic preparation, experiential learning, service learning, and personal and academic support. However, by design, it is beyond the scope of this application to provide a detailed curriculum. The applicants strongly believe that this task should be accomplished through a process that allows the entire educational community to contribute to its development. This shared task will lead to commitment and ownership of the product by the faculty, the staff and the community at large. The Boston University Charter School has a strong commitment to innovation and entrepreneurship; curriculum details will result from a collaborative effort.

The educational program at Boston University Charter School should be "authentic" and consequently grounded in relevancy to the students. The subject matter should be "important" to the students, providing them with the necessary basic academic competencies to be contributing employees, college students, and citizens in their roles after leaving Boston University Charter School. The curriculum to be developed should be innovative and entrepreneurial.

#### **A.1. Academic Preparation**

In order to meet the broad mission of the Boston University Charter School, students will develop competency in the basic literacy skills of reading, writing, speaking, and listening. Critical thinking, analytical, and decision making skills will be emphasized. A study skills component addressing reading strategies, time management, note taking, conducting research, and test preparation will be integrated into each course.

The humanities program will provide the students with sufficient English language skills to enable them to communicate orally and in writing in order to meet the demands of the "information age." For those students who do not speak English in the home, intensive ESL tutoring will be provided; in an increasingly multinational society, bilingualism is seen by the applicants as an extra advantage to the students, but all students must have excellent written and spoken English skills.

All Boston University Charter School graduates will be able to: write a cogent business letter; read and understand business reports and instruction manuals, and will be required to read a newspaper daily. Creative writing will be encouraged, and student work will be edited and published in newsletters,



magazines, and even books (Boston University Charter School students will have the opportunity to participate in a program sponsored by the Massachusetts Housing Finance Agency in collaboration with several Massachusetts colleges and universities, MHFA Youth-Rap at Work, that will develop desktop publishing and business management skills .) From time to time, students will be required to keep a journal, to familiarize themselves with the discipline of writing on a daily basis.

Because of the increasingly multi-ethnic nature of American society, and the global nature of the business world, all students will learn about the contributions of diverse racial and ethnic groups to the United States.

The Boston University Charter School curriculum will provide a consistent educational experience from grades 7 through 12. Students will graduate from Boston University Charter School with a strong foundation in the humanities, natural sciences, and mathematics. The humanities will focus on literature and language, writing, history, current affairs, and the arts.

The science curriculum will provide instruction in the traditional physical sciences of biology, chemistry, and physics. Additional subject areas may be available depending upon the knowledge and skills of the veterans and former defense workers. For example, if the program had an environment specialist, instruction and project work that integrates learning in other areas could be set up. A research question for upper level students could be to determine the environmental and social impact of an airport on the Fort Devens area. The mathematics curriculum will ensure competency in arithmetic, algebra and trigonometry, geometry, and statistics.

Each curriculum unit will be designed by the Charter School faculty, with significant student and community input, and with assistance of a Boston University faculty member who will be assigned to each subject area as a resource and advisor. Academic curriculum units will, whenever, possible, mesh seamlessly with experiential training and learning (see below). For example, in the experiential learning associated with the environmental studies project named above, some students might study airplane maintenance, others might learn map reading and basic meteorology, and, as a finale to the curriculum, students would fly in a private plane, taking a turn at the controls.



## **A.2. Experiential Learning and Training**

Depending on the skills of veterans and former defense workers, students will learn marketable skills, such as construction and home repair, machining, automotive and truck mechanics, welding, business and biology lab skills.

A military base is a microcosm of society at large, with military personnel filling every job. The military trains workers for every skill in the civilian economy, from plumbing to social work. Depending on the skills available in each group of veterans and defense workers, students will learn many skills which were formerly acquired in the home or community - or not at all! Students will learn basic home repair (how to change a fuse, change a washer, clean gutters, do simple painting and carpentry). Students will learn basic automobile maintenance (tune-up, oil change, etc.).

Because of the small group, close relationship between veterans and students, hands-on learning will be possible in a way that schools typically cannot accommodate. Rather than twenty students watching a procedure, five will take turns doing one.

In addition to this informal, daily life-oriented training, more advanced curricula will be developed to train students for specific jobs in areas which have been identified as growth sectors of the economy. Curricula have been developed by Boston University School of Medicine for two training courses that lead directly to well paid employment: CityLab and BioMed. Both these courses could be incorporated into the Charter School curriculum. Similar courses will be developed, using this model.

## **A.3. Community Service learning**

An essential component of the educational program is the students' participation in community service activities throughout their tenure in the Boston University Charter School. Such involvement reinforces and expands the school's effort to instill a sense of commitment to the community, and respect and compassion for others. The expectation is that the young person will contribute not only to local community of the school, but will participate in an activity that benefits the community beyond the school.

In addition to the practical experience a student may gain through volunteerism, there are many benefits that accrue directly to the student. These include: increased sense of responsibility, self-esteem, moral development, and commitment to the values of the greater community. The applicants believe that community service experience will carry over to the students' academic

performance. By linking the needs of the community to the classroom, higher motivation, and increased problem solving, thinking, and interpersonal skills will result. The student gains a sense of achievement based on experience.

The nature, scope, and intensity of these activities will be developed in conjunction with teachers and mentors. Most service activity will have some academic relevancy to the student. Community service placements will be closely supervised for students in the 7th and 8th grades, but as a student progresses through high school levels, there will be greater autonomy and responsibility for the his/her own development and participation in community service projects.

#### **A.4. Life Skills Learning**

All Boston University Charter School students will participate in "life skills" curricula, to be adapted and/or developed by resources at Boston University such as: The Center for Educational Development in Health, The Howard Thurman Center, Marsh Chapel, The Center for Ethics and Character in the School of Education, the Wellness Center, and the Boston University Schools of Medicine and Public Health. From time to time, Boston University Charter School may also use other resources, such as the Judge Baker Children's Center in Boston, which developed and implemented training during FIRST IN PEACE Summer Demonstration at Fort Devens in 1993 and the Summer of Safety Program conducted at Fort Devens in 1994.

An example of life skills curriculum is the PEACE curriculum now being developed by staff of the Center for Educational Development in Health for use in the Boston public schools STARTSHARP program and FIRST IN PEACE Summer II. The goal of all life skills curricula is to promote healthy life styles by teaching responsible decision making, conflict resolution, and planning. Specific goals of life skills curricula are to reduce or eliminate the following risky behaviors in Boston University Charter School students: physical fights, carrying weapons, use of alcohol and other drugs, involvement in unwanted and/or unprotected sexual activity, and smoking.

As in the STARTSHARP program, Boston University Charter School students who are interested will be trained as peer health educators and sent to volunteer in inner city schools in ethnic-appropriate placements as a community service activity. For example, Boston University Charter School student volunteers could work with Boston Healthy Choice Coalition councils (there are currently 21 active councils in Boston) as peer educators.

As an extension of the Life Skills program, all graduates of Boston



University Charter School will be followed for one year, both to evaluate the success of the program, and to provide mentoring and support in the crucial first year of work and/or post secondary education. During this first post-graduate year, Boston University Charter School students may, if they wish, return to Fort Devens and live in base housing to participate in weekend and summer activities, and to serve as mentors to younger students. This option promotes a sense of loyalty and "family", especially for those students who do not have stable biological or foster families. Graduates of Boston University Charter School will be given preference in hiring for Boston University Charter School staff positions, and eventually, for faculty positions as well.

## **B. Teaching Methods**

In keeping with the curricula described above, teaching methods will be extremely diverse. The small group/mentoring situation at Boston University Charter School will allow for an exciting mix of learning and teaching styles, and will also encourage tailoring the teaching style to individual students' learning styles in a way that is not normally possible in large classrooms - no matter how well designed.

Specifically, teaching methods will include, but will not be limited to:

- Traditional, classroom-based instruction with lecture format - especially in the junior and senior years. This is necessary in order to familiarize students with the conditions they will encounter at post secondary institutions.
- Student initiated, self-guided computer-based drills and other programs in computer labs. In contrast to other schools, computer labs will be open before and after classroom hours, and students will be encouraged to make use of the facilities at any reasonable time.
- Hands-on Workshops, in which students design and create original activities. For example, an Early Childhood Education training module will use curricula developed by the Boston University/Chelsea IBM Home Learning Centers Project. In these workshops, participants both learn the theoretical underpinnings of Early Childhood Education, and, at the same time, create learning activities for children using recycled materials. The Early Childhood Education training will relate to community service activities in child care centers.
- Traditional Physics, Chemistry, and Biology lab activities. These will mesh with the CityLab and BioMed programs, as well as with community



service environmental activities i.e. learning to test for pollutants in air or water.

- Vocational (Shop) Instruction, with a ratio of not more than 5 students per mentor/instructor in skills such as welding, car repair, refrigeration plant maintenance, residential construction and repair. Again, these trainings will mesh with appropriate community service activities whenever possible.
- Tutorials. For juniors and seniors, tutorials will be available, similar to independent study at the post secondary level. These will have a strong element of creativity, and may include: video production, poetry, creative writing, studio art, theater arts, and keeping a journal. Boston University resources will be utilized whenever possible.

### **C. School Calendar/Hours of Operation**

The Boston University Charter School will operate 24 hours a day, every day of the year in order to accommodate the needs of those students for whom the First in Peace program is a foster care placement. In essence, the school takes on a community identity and becomes the central unifying factor in the lives of its students. While the community operates year round, the school calendar will reflect two components: a traditional school calendar with a September opening and a June closing, and a summer program. The first component will offer a greater emphasis on academic work, while the summer component will be more experientially focused. Because of other initiatives of the First in Peace program, significant opportunities for personal, social, academic, and vocational enrichment will be available during the summer months. As an example, a student may seek to become part of the Summer National Service program available to students aged 14-17 and to be offered at four sites throughout the country.

Boston University is a co-operator of the program for the Northeast United States, and the program operates out of Fort Devens. This could be a possible summer opportunity for some of the Boston University Charter School students. (This is not a new effort as a model demonstration of this concept was initiated by the University during July and August 1993. Please see Appendix C.)

### **D. School Organization**

The organization of the Boston University Charter School is depicted in Figure 1, which shows the management structure responsible for both the educational and residential aspects of the program.

**BOSTON UNIVERSITY  
CHARTER SCHOOL**

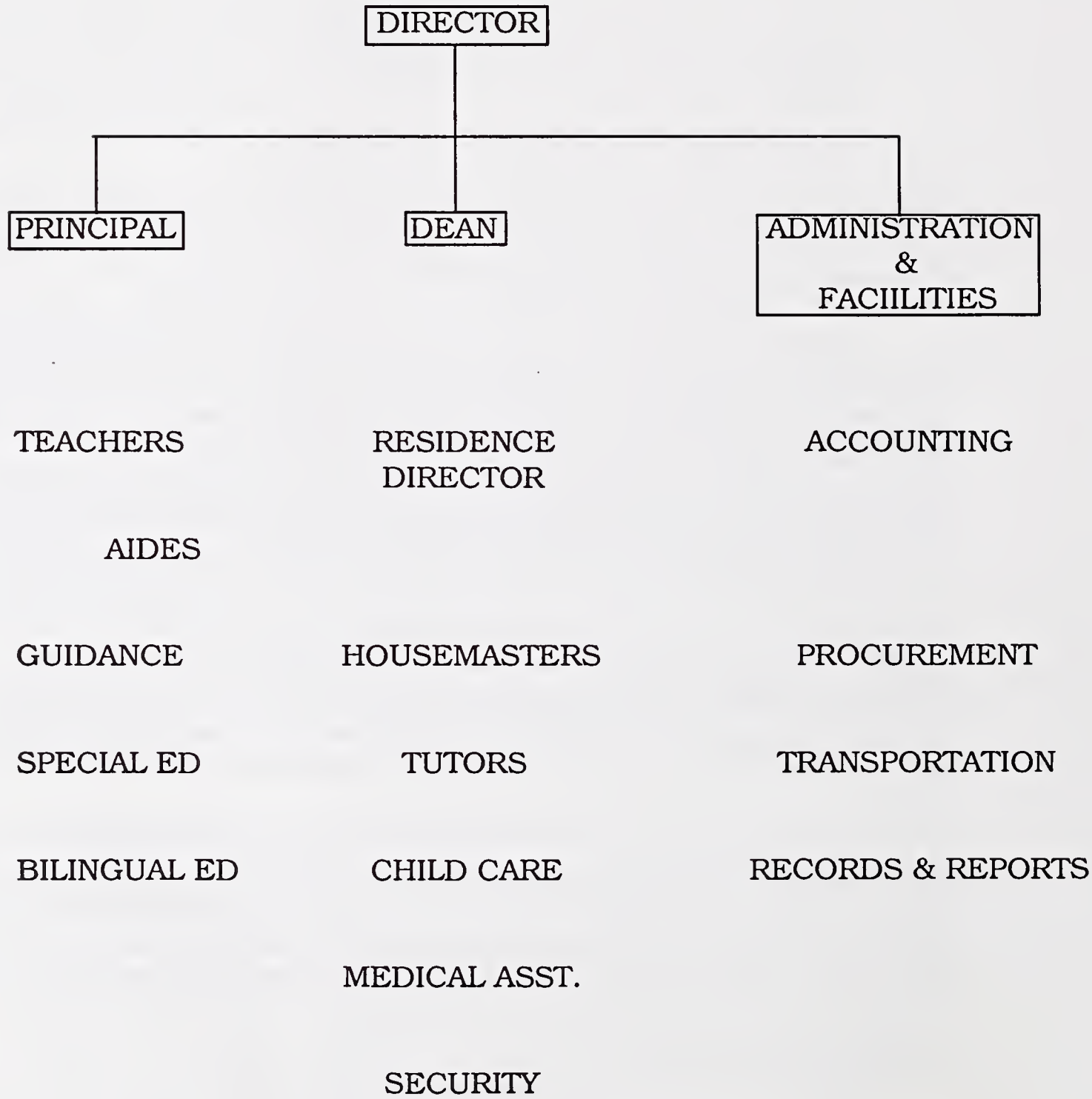


FIGURE 1

## **11. Student Performance**

### **A. Student Assessment Plan**

Students in the Boston University Charter School will meet the same performance standards, testing and portfolio requirements set by the Board of Education for students in other public schools (M.G.L. c.71 s.89). These shall include, but not be limited to, the Massachusetts Educational Assessment Program and the Massachusetts Basic Skills Testing Program.

Additionally, student performance will be assessed through an approach that combines the more traditional standardized testing practices with assessment based upon a portfolio of a student's work over a period of time. At the time of entry to the Boston University Charter School, each student and his previous teacher will be asked to submit samples of the student's previous work in different academic areas to provide a base from which to evaluate the student's subsequent academic progress. In addition to this, the student's previous teachers will be asked to provide the Boston University Charter School with an evaluation of the student's academic status and the student will be asked to submit the results of any standardized testing. While standardized testing may provide some useful background and comparative information, for the purposes of student assessment for this program, its role is to be de-emphasized. Standardized testing may be an effective tool in some cases, but because it assumes the individual has the knowledge base for which the testing is being done, is of limited value in a program of this nature where it is very likely that most, if not all, participants will not have the breadth of knowledge expected by the test developers.

Portfolio assessment is seen as more effective because it can show progress for which standardized testing may not be sensitive and it allows for a more individualized assessment of a student's progress. Operationally, portfolio assessment will be achieved by collecting samples of the student's work at various points throughout the year as selected by both the student and teacher and comparing that against a set of standards to be developed by all the student's teachers. Such standards would be then used to evaluate the portfolio to determine if and to what degree of mastery the student has achieved.

### **B. Remediation**

One of the great strengths of the proposed Boston University Charter School is the utilization of veterans and others from the industrial side of the defense downsizing to work with the youth participants as mentors, tutors, and teacher's aides. These staff will have knowledge and experience in a variety of



academic areas and will participate in training to provide the skills necessary to work effectively with this youth population. They will be available to students after school and during the evening to provide tutoring, study skills, and homework assistance, and to provide personal advice and support. By utilizing this individually tailored educational and life skills approach, the student's academic weaknesses will be identified, assessed, and addressed on a daily basis.

## **12. School Evaluation**

### **A. Methods of Evaluation**

The Boston University Charter School represents an intensive educational intervention in the lives of the students who choose to participate. Because of this, the school expects to produce a very high percentage of students who persist in school until graduation and expects that graduates will be capable of and successful at making the transition to positive new communities after graduation.

The criteria to determine if the Boston University Charter School is meeting its mission and objectives will include: student achievement, defined as demonstrated competence in basic academic skill areas and demonstrated competence in a student determined interest area; comparison of attendance rates in this program with those of other schools; composite improvement on standardized testing and other measures of student performance; the rate at which students are retained in the program and continue through the program until graduation; and the rate at which graduates of the program persist in jobs or higher education, measured longitudinally.

In order for the program to be successful, it is expected that most graduates leave the Boston University Charter School community with the necessary skills, knowledge, and sense of self worth to be able and ready to work or pursue higher education. As previously stated, the Boston University Charter School will provide the necessary transitional support to our graduates to ensure access to work opportunities and higher education. Our effort will not meet the stated goals if students do not gain employment, continue in higher education, and maintain their commitment to contributing positively to the community.

To ensure that the school is continuing to reach its stated mission and objectives, members of the Boston University Charter School Advisory Board will provide an assessment on an annual basis. In assessing the school, Advisory Board members will perform site visits to meet with a sample of students

individually and in groups, talk to teachers and mentors, and observe in classrooms, labs, and experiential settings. This assessment will provide the administration of the school with an independent and objective assessment of the progress of the school and provide an opportunity to identify problems and solutions that might otherwise be unnoticed.

## **B. Ensuring Communication**

The students served by the Boston University Charter School will have parents, guardians, or case workers with a diverse range of interest in the student's educational and personal development.. Therefore, communication about student progress will require a multi-faceted approach. The Boston University Charter School will:

- provide for ongoing communication between the parent or guardian of record and the teacher and mentor staff, to include quarterly reports, informal discussion, and small group support meetings.
- ensure that case workers within DSS and DYS (if applicable) are regularly notified of the student's progress in the school.
- require formal and informal communication between the teachers at the school and the mentors and counselors serving *in loco parentis*.

Educational plans for students should reflect the input and feedback from the residential staff. It is these individuals who will seek to ensure that homework and other class assignments are carried out, and provide tutoring and other personal support. It is imperative that faculty are aware of issues in a student's life outside of the classroom. Conversely, mentors must be aware of issues originating inside the classroom or from their academic performance. While the role differentiation between teachers and mentors will be clear, the ideal is that teachers, mentors, students, and parents (when possible) work as equal partners to provide a coherent educational plan for each student.

These communication goals can be achieved in a number of ways: mentors participate in class sessions; teachers participate in residential activities; students meet together with teachers and mentors in required weekly meeting to discuss personal and community issues; and a community newsletter in which all members of the community are welcome to contribute.



### **13. Human Resource Information**

#### **A. Faculty and Staff Selection**

The Boston University Charter School seeks to provide a faculty mix that draws from the ranks of traditionally trained teachers, former military personnel with teaching and training experience, and skilled workers (e.g. engineers, accountants, managers) in career transition due to defense industrial contraction, all of whom can bring expert level subject matter experience to the school's educational program. In order to attract qualified applicants for teaching positions, information about teaching positions available at the Boston University Charter School will be distributed through traditional teacher recruitment sources and through liaisons established with the military service branches, organizations that provide retraining opportunities for former military personnel (e.g. Troops to Teachers program), and through liaisons established with local corporations experiencing layoffs due to the loss of defense contracts (e.g. GE, Raytheon, Digital).

The Boston University Charter School management team will be seeking a headmaster with a strong commitment to the vision articulated in this proposal and the entrepreneurial strength to make this vision a reality. The headmaster will be responsible for the selection of faculty and support staff for the school.

The Boston University Charter School is seeking a new kind of teacher and does not intend to start a program with a traditional teaching corps. This does not mean that teachers will be hired who do not know how to teach. To the contrary, the Boston University Charter School will seek individuals from the sources described above who have a strong commitment to teaching youth, particularly young people are alienated from education. The specific criteria for selection include: a commitment to the vision of the Boston University Charter School; a commitment to teach at-risk youth; demonstrated leadership experience and innovation in previous professional assignments; demonstrated ability to teach and motivate students; a commitment to educational excellence; and a willingness to take risks. Candidates should be certified or certifiable, either through the traditional teacher certification process, or through the alternative certification process. However, professionals who are not certified but who are able to otherwise demonstrate subject matter competence and the ability to teach and lead effectively will still be considered for selection.

The First in Peace program will also be seeking a residence program director to work closely with the school operation. Like the principal, this individual should have a strong commitment to the vision of the First in Peace program, and the necessary management skills to make this matter a reality. The residence program manager will be responsible for the selection of staff for



that aspect of the program.

The criteria for staff selection for the residential component will correspond closely to that for the faculty selection process. However, these individuals need not be certified or eligible for certification.

## **B. Faculty and Staff Evaluation**

In keeping with the effort to develop a culture of community, evaluation of teaching and administrative staff will be a community effort. The effort occurs in the context that objective standards for evaluation do exist and that the measure of the school's success and therefore, an individual teacher's success, is the progress that their students make towards targeted educational outcomes.

At the Boston University Charter School, students, faculty, mentors, and staff will all be involved in the evaluation process. While formal evaluation will occur semi-annually, in reality, there will be continual evaluation of the effectiveness of teachers and staff. Students, particularly at upper levels will be provided the opportunity to communicate with teachers at the weekly required team meeting. This affords the opportunity for positive exchange and challenge between teachers and students. In addition, a peer review process will be set up. Faculty and administrators will be encouraged to sit in on and participate in each other's classes to provide ideas and feedback. The principal remains ultimately accountable for whether the school is achieving its goals and will take into account the evaluation of peers, mentors, and students in evaluating staff members effectiveness in helping the school reach its goals.

## **C. Staff Development**

The Boston University Charter School's affiliation with Boston University provides a great opportunity to develop a comprehensive training program that will be available to all teachers and mentors. The primary focus of this program would be the acquisition and development of literacy and study skills in youth. Courses in this area are currently available through the University. The training program should also focus on the special skills necessary to work with this population. Additional topical areas could include fostering self-esteem, job skills, anti-violence, and health promotion.

Faculty members from Boston University will also be available to the Charter School faculty as a resource and advisor. This could also include support in the classroom, such as guest lecture for students on an academic topic or a presentation on what opportunities are available in a specific discipline.

## **D. Other Employee Information**

A competitive compensation and benefit package will be developed for employees of the Boston University Charter School. Among the benefits would be vacation and sick time, health and dental insurance plans, life-insurance, disability, and accident insurance. As the staff are considered to be public employees by statute, they are eligible for retirement benefits through the state teacher retirement system.

## **14. School Governance**

### **A. School Management**

The culture of the community to be established at the Boston University Charter School will encourage innovation and inclusion by providing active participation in the design and ongoing management of the school by school administration, teachers, students, and other members of the communities the school will serve. This will be a community in which every member will be expected to play a contributing role. In particular, teachers and students will have a very active role, including responsibility for the design and implementation of the curriculum, and in establishing the "culture" of the school. The role of the administration is to ensure that broad goals are achieved and that the climate set up enables the spirit of innovation and entrepreneurship that is sought. The goals of the school include the development of responsibility, autonomy, and self-esteem. Providing an active role for students to contribute along with their teachers and mentors, helps attain these goals.

This application does not intend to prescribe the actual management structure to evolve. The structure will develop based upon the what works for the actual community. However, a broad outline of internal management will include:

- Active oversight by the Board of Trustees
- A headmaster accountable for the development and implementation of policy for all aspects of school operation and for overall management of operation of the school, including supervision of all educational and residential staff and all business functions.  
The headmaster will be responsible for integration of the education and residential aspects of the program.  
The headmaster will report to the Board of Trustees at least once a month.



- A principal accountable for ensuring the development and implementation of the educational program of the school
- A dean chosen from among the teaching staff will be responsible for management of the residential and other non-academic aspects of the program.
- An Advisory Board comprised of leaders in education, social services and business as well as parents, graduates and representatives of the communities served by the school. It will have standing committees as follows: fundraising and development, personnel, curriculum and publicity.

## **B. Board of Trustees and Advisory Board**

At the time of application, a Board of Trustees has formed and incorporated as The Boston University Charter School, Incorporated. Members of the Board of Trustees are listed as Appendix D. An Advisory Board has also formed and is listed in section 7 of this application.

Upon the issuance of a charter, both the Board of Trustees and the Advisory Board will expand to represent more broadly the constituents served by and serving in the Boston University Charter School. A process for adding members to these boards will be provided in the organizational by-laws.

## **C. Roles and Responsibilities of the Board of Trustees**

The Board, in consultation with the faculty, will determine the curriculum and budget and will have fiscal and legal responsibility for the school. This includes making contracts, incurring debt as necessary, raising funds, and acquiring facilities and property. The Board is accountable for the oversight of the Advisory Board and the school management.

## **D. Parental and Student Involvement in Governance**

As noted earlier, many of the students attending the Boston University Charter School will not have a traditional family structure. Despite this, there will be provision within the Boston University Charter School Advisory Board for the participation of parents or guardians of current students. Should there be sufficient interest, a parent advisory group will be formed as well.

The role of the students in governance and school management was

described in section A. There will be provision within the Boston University Charter School Advisory Board for the participation of students and for graduates of the school. Alumni representatives can provide a unique perspective because of their previous role of students and current role as members of the community. There will also be alumni representation on the Board of Trustees.

#### **E. Community Involvement**

There are multiple constituencies that have an interest in the Boston University Charter School. These include the population of youth to be served in the program from around the Commonwealth, the human services professionals responsible for the youth, parents, teachers, communities that surround Fort Devens, the military, veterans organizations, and defense industries. The founders seek to include the contributions and ideas of members of these communities in the development of our unique program. Opportunities for such involvement will include formal roles, such as participation on the Advisory Board, and informal roles, such as a member of the community who visits the school to speak about employment opportunities in a particular field. In keeping with the interest to use volunteerism as a teaching method, the Boston University Charter School will provide volunteer opportunities to individuals from the greater community.

The Boston University Charter School believes its program will serve as both a regional and national model for innovative service and education for young people without a supportive home or family structures. For this reason, the school will welcome and depend upon community involvement, support, and participation in our programs from any party interested in this approach. The founders are very confident that this approach will work well, but do not posit to have all the answers. Individuals, groups, and organizations with interest and ideas will find a welcoming attitude.

#### **15. Building Options**

As mentioned previously in this application, the Boston University Charter School has entered into the process to obtain facilities at Fort Devens. The case for the suitability of a site there has been documented. Facilities at this site have been used previously by Boston University's First in Peace program.

The Boston University Charter School has investigated programs through the federal government by which surplus federal property may be conveyed to educational institutions at substantial public benefit allowance discounts. Such



programs are administered by the Department of Education and by the Department of Health and Human Services. The Boston University Charter School meets the criteria for such discounts and should appropriate properties be deemed surplus, they would be available for greatly reduced costs.

Application for property at Fort Devens has been properly filed with the U.S. Department of Education. A copy of that application is provided as Appendix A to this application.

In the event the Base Realignment and Closure process takes longer than is presently envisioned, we have discussed with the office of the Commander at Fort Devens the option of leasing property to allow the charter school to open on schedule.

# The Boston University Charter School

Charter School Application  
for Fall 1995  
(Part III)

Submitted:

October 7, 1994



## Part III

### 16. Code of Conduct

#### A. Rules or Guidelines Governing Student Behavior

The Boston University Charter School will consist of a community of students, teachers, residence life staff and support staff. This community will function within the larger community of the Devens Regional Enterprise Zone. It will be expected that all members of the Charter School community contribute in a positive sense to the functioning of that community and to the attainment of the objectives of the Charter School.

The students of the Boston University Charter School will require a stable and nurturing environment in which to pursue academic excellence and in which to grow as emotionally stable individuals and responsible citizens. The adherence to a code of conduct by all members of the Charter School community will be essential to the attainment of the mission of the school, as well as to ensure that the school functions as a good and responsible neighbor to the organizations and residents which will comprise the Devens Regional Enterprise Zone.

Student behavior will be governed by a combination of general concepts and specific rules of behavior which will include the following:

- All members of the Charter School community are to be treated with respect and consideration.
- Conflict, of any kind, is to be resolved through nonviolent means.
- Honesty is essential, required and expected in all facets of community life. This policy shall pertain to the proprietary aspects of intellectual activity and respect for the property of the community and of individuals. Cheating, plagiarism, vandalism and theft shall not be tolerated. Students and staff will be required to report all cases of suspected violations to the Dean of Students.
- Discrimination and discriminatory behavior, including the use of perjorative language, shall not be tolerated. Sexual harassment and hazing, in any form, are expressly prohibited.
- The students and staff of the Boston University Charter School shall be entitled to an environment free from the presence of alcohol, tobacco, illicit drugs and violence in any form.

- The use or possession of weapons, on or off school property is absolutely forbidden.
- Student dress shall at all times be appropriate to the activity being undertaken. In order to minimize the disruptive aspects of negative peer pressure or inappropriate taste regarding dress, students will be required to be attired in school uniforms for all formal school functions and to be dressed in clean, presentable clothing at all times.
- Attendance at all activities scheduled for a particular student, including those associated with residence life and community service, will be mandatory. Absence will be excusable only on the recommendation of cognizant members of the staff.

As the Boston University Charter School will be a community, the determination of sanctions to be imposed for violations of the code of conduct will be accomplished by a Disciplinary Board whose members will represent the community. The board will be chaired by the Dean of Students and will include representatives of the faculty, residence staff and student body.

## **B. Policies Regarding Student Expulsion and Suspension**

The Boston University Charter School will employ three forms of sanctions: expulsion, suspension and probation.

The Disciplinary Board will, where appropriate, recommend expulsion to the Principal of the Charter School; the decision to expel a student will be made by the school's Principal. The imposition of suspension and probation sanctions will be accomplished by the Disciplinary Board. Students who are expelled from the school will have the opportunity to appeal the decision of the Charter School's Principal to the Headmaster. However, in view of the serious nature of the offenses to which the sanction of expulsion will apply and the need to ensure the safety of school personnel and to minimize the potential for disruption in school operations, expulsion will, when imposed by the school Principal, become effective immediately and will not await the result of any appeal which may be made to the Headmaster.

Students will have the opportunity to appeal suspension or probation decisions of the Disciplinary Board to the Principal of the Charter School. When imposed, the sanction of suspension or probation will be implemented as directed by the Disciplinary Board and will not await the result of any appeal which may be made to the Charter School Principal.

The Boston University Charter School detailed policies pertaining to the conduct of students will include the following in accordance with Massachusetts



General Laws Chapter 71, Section 37H, as amended by Section 36 of Chapter 71 of the Acts of 1993 and further amended by Section 1 of Chapter 380 of the Acts of 1993:

disciplinary proceedings , including procedures assuring due process;

standards and prodedures for probation, suspension and expulsion of students;

procedures pertaining to discipline of students with special needs;

standards and procedures to assure school buildings security and safety of students and school personnel, and

the disciplinary measures to be taken in cases involving the possession or use of illegal substances or weapons, the use of force, vandalism, or violation of other student's civil rights.

The Boston University Charter School student handbook will contain the following provisions in accordance with Massachusetts General Laws Chapter 71, Section 37H, as amended by Section 36 of Chapter 71 of the Acts of 1993 and further amended by Section 1 of Chapter 380 of the Acts of 1993 (The wording which follows has been modified to pertain specifically to the Boston University Charter School.):

(1) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including, but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school by the Principal.

(2) Any student who assaults a principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school by the Principal

(3) Any student who is charged with a violation of either paragraph (1) or (2) above shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Principal.

After said hearing, the Principal may, at his or her discretion, decide to suspend rather than expel a student who has been determined by the Principal to have violated either paragraph (1) or (2) above; provided, however, that the Principal, on deciding the student should be suspended, shall state in writing to the Charter School Headmaster his or her reasons for choosing the suspension instead of the expulsion as the most appropriate remedy. In this statement, the Principal shall represent that, in his or her opinion, the continued presence of this student in the school will not pose a threat to the safety, security and welfare of the other students and staff in the Charter School.

(4) Any student who has been expelled from the Boston University Charter School pursuant to these provisions shall have the right to appeal to the Headmaster. The expelled student shall have ten days from the date of the expulsion in which to notify the Headmaster of his or her appeal. The student has the right to counsel at a hearing before the Headmaster. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

(5) When a student is expelled under the provisions of this section and applies for admission to another school for acceptance, the Headmaster shall notify the superintendent of the receiving school of the reasons for the pupil's expulsion.

Expulsion and suspension of students with special needs will be accomplished in accordance with Section 338.0 of the Chapter 766 Regulations.

## **17. Special Needs Students**

The Boston University Charter School will accommodate special needs students in accordance with the provisions of M.G.L. Chapter 71B and 603 CMR 28.00.

The school will have a full-time Administrator of Special Education on staff and will collaborate with the Francis Parker Charter School in providing resources required for students with special needs. In the event required resources are not available at either of the Boston University or Francis Parker Charter Schools, we shall enter into collaboration with school districts in the vicinity of the Devens Regional Enterprise Zone to provide the required resources.



## 18. Funding

Appendix E provide the budget for the Boston University Charter School from start-up through the fifth year of operation. The start-up and annual budgets are based on a first year population of 60 students in two grades and the addition of one grade, consisting of 30 students, in each of the fourth through fifth year of operation.

Sources of funds to defray start-up costs will include philanthropic grants and, if required, a loan from Boston University.

Boston University's Office of Alumni Relations and Development has assigned two senior-level development officers to the Charter School project, one for government and foundation proposal development, the other for major gifts solicitation of individuals (including Boston Universtiy alumni) and corporations. Specific fund-raising strategies in their campaign include:

- appeal mailings to populations which have donated to similar programs at the University

- proposals to Massachusetts foundations with an interest in innovative programs for youth

- proposals to corporate giving programs and foundations of Massachusetts defense contractors

- joint proposal development in collaboration with other Boston University resources such as the Center for the Advancement of Character and Ethics and the Center for Educational Development in Health

- proposals to national foundations which have funded other entrepreneurial educational programs at Boston University

- approaches to foundations, corporations and individuals with a demonstrated interest in programs involving the military and veterans

- major gifts solicitation of Boston Universtiy alumni and friends who are known to have an interest in helping youth

## 19. Accountability

### A. Annual Report

An annual report will be submitted no later than August 1 to the Secretary of Education, each parent or guardian of Boston University Charter School students and to each parent or guardian contemplating enrollment. The annual report will cover the preceding school year and will include:

a discussion of progress made toward the achievement of the goals set forth in the charter, and

a financial statement setting forth by appropriate categories the revenues and expenditures for the year just ended.

As the goals of the Boston University Charter School will incorporate residential, as well as educational aspects of student life, the annual report will include progress toward the attainment of goals related to the total development and wellbeing of the students. Categories used in the preparation of the financial statement will reflect expenditures and revenues related to both formal education and residential aspects of the charter school.

An independent and objective assessment will be conducted by the Boston University Charter School Advisory Board annually, as described in Part II of this application. The results of this assessment will be used in the annual report, as well as to plan for future operation of the academic and residential programs.

The individuals charged with primary responsibility for preparation of inputs to the report will be the:

Principal - reporting on education goals, progress and plans

Dean of Students - reporting on residential aspects of school goals, including such integral activities as community service and extracurricular activities. He or she will also provide information on plans for the following year.

Director of Administration - reporting on financial aspects of charter school operation

The Headmaster will set the tone for the report, establish deadlines for the development of inputs and manage the integration of the elements of the report. He or she will also be responsible for issuing the report.



The report will be disseminated via mailing to the Secretary of Education and will be available on request to parents and guardians of students and prospective students, and other interested parties.

## **B. Review of School Finance and Accounts**

Regular review of the Boston University Charter School finance and accounts will be essential to ensure that public and private funds provided to the school are expended and accounted for in a responsible manner. Regularly scheduled and thorough review will also be essential to the preparation of the annual report discussed in the preceding section.

Funds will be administered under a chart of accounts which will also form the basis for periodic audits. We shall use resources available from the Boston University Office of Financial Affairs to establish the charter school accounting system.

Audits will be conducted at least annually. They will be accomplished by qualified persons who are not associated with the Boston University Charter School.

## **C. Maintenance of School Records and Dissemination of Information**

School records will be maintained and access to the information in the records controlled in accordance with the provisions of CMR 603 23.

The Principal will be responsible for the maintenance of student records and for control of access to those records. He or she will be assisted as required by teachers and administrative staff in the compilation and maintenance of the records, but the responsibility for their maintenance and for control of access to the information contained in the records will remain with the Principal.

The student record will consist of the transcript and the temporary record, as defined in 603 CMR 23. All school employees who have access to the student records will be provided with instruction on the requirements of 603 CMR 23, and a member of the Principal's administrative staff will be trained and appointed the custodian of student records.

Dissemination of the information contained in student records will be accomplished strictly in accordance with 603 CMR 23, with particular attention given to the confidentiality of the data contained within the records. Student records, both active and those pertaining to former students, will be maintained in a secure manner. Active records will be maintained in locked files located in an office which is locked when not occupied. Records of former students will be maintained in files in spaces which are locked when not occupied and to which access is restricted to protect the integrity of the records and the confidentiality of the data contained in them. It is anticipated that some or all of the data contained in the

student record will be maintained on electronic media; electronic security and password protection will be provided for data maintained in this manner.

The destruction of transcripts and temporary records will be accomplished in accordance with the schedules provided in 603 CMR 23. Student records will be filed by year and schedules maintained for their destruction.

Students and their parents or guardians will have the right to appeal decisions of the principal or his/her designee regarding the maintenance of student records or disclosure of material contained in the records. Appeals must be made in writing to the Headmaster of the Boston University Charter School. In the event the decision of the Headmaster is not satisfactory to the appellant, the appellant will have the right to appeal the the Board of Directors of the charter school. Procedures and timeframes for responding to appeals will be in accordance with 603 CMR23.

A routine information letter will be published and distributed to students and their parents or guardians at least once during every school year. The contents of the letter will be as described in 603 CMR 23.

We shall also need to develop a system to acquire and compile the data required for the submission of reports such as the Individual School Report and the School System Summary. The development of our system to produce these and other required reports will be accomplished with benefit of the experience of the Boston University - Chelsea Partnership, which systematized the Chelsea school system record keeping system.

## **20. Transportation**

As the students of the Boston University Charter School will be resident at the school, their transportation requirements will be different from those of students in the traditional public school system.

Transportation for activities not located at the school will be provided by vans which will be owned or leased by the school. When transportation requirements exceed the capacity of the available vans, the school will charter buses to transport the students.



## **21. Liability and Insurance**

### **A. Insurance Coverage Plans**

It has been determined that the Boston University Charter School will be eligible for insurance under existing policies which cover the University's insurance requirements. Those policies provide \$1B in coverage for property and \$100M in liability coverage. The charter school will pay premiums appropriate to the value of property, size of payroll and general level of risk of the school. Estimated premium costs have been included in the budget presented in Appendix E to this application.

### **B. Documentation Pertaining to Building Inspections and Compliance with Safety Laws and Regulations**

Documentation is not available, as the Boston University Charter School has not yet taken possession of buildings. The required inspections will be conducted and documentation provided at the earliest possible date.

## **22. Governance Documents**

The incorporation documents for Boston University Charter School, Inc. are available, and the by-laws have been written and are currently under review. These documents will be provided prior to the school opening date.

## Appendix A

### Request for Facilities at Fort Devens (without exhibits)



APPLICATION FOR GRANT OF FEDERAL REAL ESTATE

FOR EDUCATIONAL UTILIZATION

PL 81-152

OCTOBER 14, 1994

1. Identification of Applicant

A. The legal name, address and telephone number of the applicant are:

Boston University Charter School, Inc.  
125 Bay State Road  
Boston, Massachusetts 02215  
(617) 353-2326

B. The name and title of the individual authorized by resolution of the governing authority to negotiate the grant and to accept legal responsibilities related thereto are:

W. Norman Johnson  
President, Boston University Charter School, Inc.

The resolution of the Board of Directors is attached hereto as Exhibit 1.

C. Boston University Charter School, Inc. is authorized to acquire and hold title to real estate under the provisions of Massachusetts General Laws, Chapter 71, Section 89.

2. Description of Property

A. This application is made for land and buildings located at Fort Devens in Middlesex County, Massachusetts.

B. The property requested consists of:

(1) the following buildings:

- (a) Post Headquarters - Building P-1
- (b) Bachelor Officers' Quarters/Visiting Officers' Quarters  
Buildings 19, 20, 21 and 22
- (c) Gymnasium and Racquetball Courts - Building 692
- (d) Activity Center - Building 74
- (e) Officers' Quarters - Buildings 67 and 68, 69 through 73 and  
75 through 79

(2) the following land:

- (a) land bounded by Sherman Avenue, Elm Street and the parking  
area for Buildings 19, 20, 21 and 22
- (b) land north of Building 22 bounded by Sherman Avenue, Buena  
Vista Street and a line drawn from Balls Bluff Street (extended)  
to a point 60 feet west of Building 22
- (c) soccer field located on the northwest side of Sherman Avenue in  
the vicinity of Building 692
- (d) land adjacent to Buildings 67, 68, 69 through 73 and 75 through  
79, such land as would normally be plotted as yards for those  
residences

(3) the following equipment:

- (a) maintenance and residential equipment, including furniture,  
located in Buildings 19, 20, 21 and 22
- (b) exercise machines, weights and other physical fitness equipment  
located in Building 692
- (c) all regular food preparation and service equipment and  
furniture located in Building 74

- (d) household appliances located in Buildings 67 and 68, 69 through 73 and 75 through 79

C. The proposed program of utilization will comply with required State and Local Building Codes, as well as zoning ordinances.

### 3. Proposed Program of Use

A. The property for which this application is made will be used for the operation of the Boston University Charter School. The school will provide a program for boys and girls in grades seven through twelve, offering a unique educational opportunity for those youth unsupported by a home or family structure.

The Boston University Charter School program will consist of integrated academic and residential components. It will provide teaching and leadership opportunities for professional educators, veterans and former defense industry workers who have a broad range of specific skills, while providing quality education and support services for a population of youth who have potential for academic and employment success.

The student body will be comprised of approximately 60 boys and girls during the initial year of operation, commencing in September, 1995, and will reach a total of 180 during succeeding years of operation. There will be approximately 50 staff members.

During the summer months, Boston University Charter School will collaborate with the Federal government in the operation of summer programs for the performance of community service by charter school students and other youth selected as community service corps members.

A more detailed description of the Boston University Charter School program is provided in Exhibit II, Application for Charter, Parts I and II.

The land and buildings for which this application is submitted will be utilized as follows:

The Post Headquarters, Building P-1, will be used to house classroom, laboratory and library facilities, as well as associated health, services and administrative functions.



The Bachelor Officers' Quarters/Visiting Officers' Quarters, Buildings 19, 20, 21 and 22, will be used to provide residential facilities and a clinic for acute and minor medical treatment of the residents.

Separate buildings will be used to house male and female students. Accommodations will also be provided for house masters and awake overnight staff.

The Gymnasium and Racquetball Courts, Building 692, will serve as a physical fitness center and site for indoor athletic activities.

The Activity Center, Building 74, will serve as a dining facility and as an indoor assembly area. It will also house special activities, such as graduations and student science fairs.

The soccer field in the vicinity of Building 692 will be used for intramural athletic activities.

The land north of Building 22 will be used as an outdoor assembly area and for special events, such as graduations.

Officers' Quarters, Buildings 67 and 68, 69 through 73 and 75 through 79, will provide quarters for staff and a supervised and supportive family living environment for students for whom the family environment is more suitable than a dormitory setting. The determination as to which students will live in which environment will be made in collaboration with the Massachusetts Department of Social Services.

Faculty and staff residences in the vicinity of the Charter School are essential to the success of the program. Faculty and staff will be involving students in their family and residential lives to the maximum extent possible in order to obtain the optimum social situation for the students.

Exhibit 3 shows the land and buildings to which this application pertains and their proposed use.

- B. Full utilization of the property and educational activities will commence in September, 1995. No construction, demolition or major alterations are planned for any of the buildings. We propose the buildings be available for occupancy as soon as possible after March 15, 1995 in order to ensure adequate time for evaluation of installed systems.

The program will be fully implemented in the first year after conveyance with the exception that the student body is planned to

grow from 60 during the first year of school operation to 180 during succeeding years.

C. The proposed use of the requested property will result in:

- (1) Introduction of a new instructional program.

The Boston University Charter School is a new program, described in section 3A above and in Exhibit 2. The charter school will provide academic instruction, integrated with a residential program, which will emphasize academic excellence, responsibility for one's actions and academic performance, community service and concern for the needs of others.

- (2) Provide for the health, safety and/or well-being of students.

The Boston University Charter School program will provide food service for students on a full-time basis, to include three meals per day, seven days per week.

The program will incorporate the benefits of physical fitness and team athletics in the development of the students.

The academic and residential aspects of the program will share the services of a full-time nurse. Facilities will be provided for the provision of diagnostic capabilities and for the treatment of minor injury or illness.

The total well-being of the students will be further enhanced by the presence, on a twenty-four hour basis, of mentors and the provision, as required, of services for students with special needs. The Boston University Charter School will provide a total nurturing environment for the students, for which the school will serve as a foster care provider. Gaining title to the requested residences in the Walnut/Elm housing area is critical to this effort.

- (3) Accredited research under school auspices.

The mission of the Boston University Charter School does not include research.

- (4) Special education of the physically or mentally handicapped.

The Boston University Charter School will accommodate students with special educational, physical or mental needs as required by Massachusetts State Law.

D. Boston University Charter School will not receive special payments in recognition of federal impact on the community.

E. Structures, proposed use, date use is to begin and building preparation expenditure requirements are as follows:

<u>Building Number</u>	<u>Description</u>	<u>Proposed Use</u>	<u>Date Use to Begin</u>	<u>Minimum Expenditure to Prepare Building for Use</u>
P-1	Post Headquarters, 2 story, brick, 10,552 sq. ft.	Classrooms, laboratories, library, health and administrative offices	Sept. 1995	\$ 0
19	Visiting Officers' Quarters, 2 story, brick, 10,623 sq. ft.	Dormitory	Sept. 1995	\$ 0
20	Bachelor Officers' Quarters, 2 story, brick, 16,426 sq. ft.	Dormitory	Sept. 1995	\$ 0
21	Bachelor Officers' Quarters, 2 story, brick, 17,023 sq. ft.	Dormitory	Sept. 1995	\$ 0
22	Temporary Duty Officers' Quarters, 3 story, brick, 30,637 sq. ft.	Dormitory, Clinic	Sept. 1995	\$ 0
692	Gymnasium and Racquetball Courts, 1 story, brick and block, 24,865 sq. ft.	Gymnasium and Racquetball Courts, Physical Fitness Center	Sept. 1995	\$ 0
74	Activity Center, 1 story, brick and block, 24,900 sq. ft.	Dining Facility, Indoor Assembly, Special Events	Sept. 1995	\$ 0



<u>Building Number</u>	<u>Description</u>	<u>Proposed Use</u>	<u>Date Use to Begin</u>	<u>Minimum Expenditure to Prepare Building for Use</u>
67 and 68	Officers' Quarters, 4 Units Each, 2 story, brick, 11,108 sq. ft. each	Residence for Faculty, Supervised Family Living for Students	Sept. 1995	\$ 0
69-73 and 75-79	Officers' Quarters, Single Family, 2 story, brick, 4,028 sq. ft. each	Residence for Faculty, Supervised Family Living for Students	Sept. 1995	\$ 0

F. Sketches of floor plans of existing buildings to be used in the program are not included with this application, as none is available in compatible format.

No significant changes are planned in the physical configuration of any of the requested buildings.

#### 4. Proof of Need

A. There is a need to develop in Massachusetts:

- (1) innovative alternatives to the present foster care system, and
- (2) educational placement options for inner-city youth.

There is a need to develop education and care opportunities so these youth may become active participants in education and life skills training and be exposed to culture and a lifestyle upon which they can build to become productive citizens. Traditional approaches to education have been a failure for many of these youth. The Boston University Charter School will provide a new type of educational opportunity. It will allow innovative, hands-on learning to take place. It will provide an opportunity for a new type of teacher, former military leaders, veterans and displaced defense industry employees, to work alongside traditional educators, with a shared commitment to ensuring the success of the learning experience.

The philosophy of the Boston University Charter School will include high, yet realistic, expectations and will provide the flexibility to structure the education program to the strengths of the individual student. It will stress

the value of building a community at the school and local levels and the importance of active participation in community service.

This innovative approach to education, commitment to community, and the productive reuse of taxpayer assets which would result from siting the program at facilities located at Fort Devens add up to the "break the mold" school envisioned by the Massachusetts Legislature when it enacted the charter school enabling legislation (MGL c71 s89). The proposed program was further endorsed by the Massachusetts Secretary of Education in the granting of the charter for the Boston University Charter School.

Fort Devens was selected as the site for the Boston University Charter School for the following reasons:

Adequate space exists in a large number of buildings which will be in excess of the federal government's needs following deactivation of Army units at Fort Devens. Use of some of those excess buildings to house the charter school would be an appropriate use of assets owned by the taxpayers.

Although the presence of Army units will be greatly reduced, Fort Devens will retain much of the order and sense of security of a military reservation with clear expectations of responsible behavior, as well as concern and respect for others and for duly constituted authority. The redevelopment of Fort Devens will provide a diversified community, along with a safe environment which will allow the students to pursue their goals free from the unwarranted and negative social, moral and physical interferences that have been prevalent in many of their lives.

The redevelopment of the Fort Devens area will allow the students to observe and to participate first-hand in the process of developing a new community from a pre-existing one. This will be achieved through community service projects in which the students will be expected to participate.

- B. This is a new program. There are no existing facilities.
- C. This new program is not a result of a need to meet or comply with State standards. The charter school will, however, be held accountable for performance in accordance with the mission set forth in its charter and to adherence to State law and regulations pertaining to charter schools.
- D. This is not an addition to an existing program.

- E. The applicant owns no unused facilities or properties.
- F. The property to which this application pertains is suitable to the needs of the proposed program for the following reasons:

The buildings requested have been utilized by the Army for the same purposes for which they will be used in the proposed program. They therefore require no significant modification to meet the needs of the proposed program.

The rural location and campus setting provide an exceptionally good environment for the total life experience planned for students, many of whom will have been exposed to the deleterious conditions prevalent in inner cities.

The proximity of the requested buildings to the proposed Reserve Enclave will provide exposure of the students to the beneficial aspects of living and working on a military reservation, namely: a universally held sense of personal responsibility; the sense of mission and spirit of teamwork; concern for others; respect for property, and respect for duly constituted authority.

During the summers of 1993 and 1994, Boston University successfully operated summer programs at Fort Devens for youth in the same age group as that of the charter school students.

The Boston University Charter School currently owns no real estate.

- G. This need pertains to a new program. It does not exist as a matter of special hardship or facility loss.

## 5. Financial Information

- A. No construction funds will be required to prepare the property for the proposed program. Minor cosmetic upgrade and repairs will be accomplished as a Boston University self-help project, using volunteer student and staff labor, with the University absorbing the cost of required material.

The annual cost of operation and maintenance of the buildings requested is estimated at \$170,000.



- B. As this is a new program, scheduled to commence operation in September, 1995, Boston University Charter School, Inc. is currently undertaking program development activities. Grant funds will be provided for charter school start-up activities under the provisions of the Federal Elementary and Secondary Education Act and from the Massachusetts Department of Education. Additional grants are being pursued, and we expect sufficient funds will be available to meet start-up requirements.

The program's first year operating expenses will be met by a combination of reimbursements provided by the Massachusetts Departments of Social Services and Education. The flow of funds required to meet operating expenses is outlined in section 5C of this application.

- C. The following describes the financing of the program on a long-range basis:

Program costs and revenues will be attributable to two aspects of the program: education, as a public school; and residential.

The legislation pertaining to the establishment and operation of charter schools in Massachusetts provides for reimbursement of education expenses via transfer of funds from the sending school district to the charter school. It is intended that reimbursement made in this manner be sufficient to offset costs associated with education in the charter schools.

Boston University Charter School intends to obtain a license as a foster care provider. As such, the charter school will receive funds from the Department of Social Services to offset costs associated with the residential component of the proposed program.

6. Period of Use

Boston University Charter School, Inc. certifies the property requested herein is needed for the educational purposes described in the proposed program of use and will be utilized for such purposes for a period of thirty (30) years. The applicant recognizes that deviation from the approved plan of use must be authorized by the U.S. Department of Education in writing.

7. Assurance of Compliance with Nondiscrimination Requirements

Boston University Charter School, Inc. will not discriminate because of race, color, national origin, sex or handicap in the use of the property, in keeping with section 606 of the Federal Property and Administrative Services Act of

1949, Title VI of the Civil Rights Act of 1964 (P.L. 88-352), Title IX of the Education Amendments of 1972 (P.L. 92-318), and section 844 of the Education Amendments of 1974 (P.L. 93-380) (in relation to education), and section 504 of the Rehabilitation Act of 1973 (P.L. 93-112), and the various regulations issued pursuant to each act.

8. Insurance Provision

Boston University Charter School, Inc. agrees, for itself, its successors and assigns, that if it shall cause any conveyed improvements to be insured against loss, damage or destruction and if any such loss, damage or destruction shall occur during the period the Grantee holds title to the requested property while under the period of restricted usage specified in the deed of transfer, said insurance and all moneys received therefrom shall be held in trust by the Grantee, its successors and assigns, and shall be promptly used by the Grantee for the purpose of repairing such improvements and restoring the same to their former condition and use, or for the purpose of replacing said improvements with equivalent or more suitable improvements or, if not so used, shall be paid over to the Treasurer of the United States in an amount not exceeding the unamortized public benefit allowance of the buildings, structures, or improvements lost, damaged or destroyed.

9. Protection and Maintenance of the Property

Boston University Charter School, Inc. agrees for itself and its successors and assigns that, in the event the Grantor exercises its option to revert all right, title and interest in the property to the Grantor, or the Grantee voluntarily returns title to the property in lieu of the reverter, then the Grantee shall provide protection to and maintenance of the property at all times until such time as the title is actually reverted or returned to and accepted by the Grantor. Such protection and maintenance shall, at a minimum, conform to the standards prescribed by the General Services Administration in its regulations FPMR 101-47.4913 (41 CFR Part 101) in effect as of the date of the deed, a copy of which is attached to this application as Exhibit 4.

10. Environmental Analysis

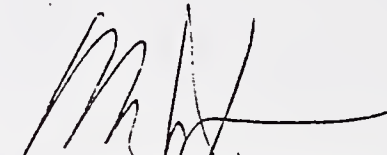
The analysis of the environmental impact of the proposed program is provided in Exhibit 5 as a completed Environmental Questionnaire.

11. The following exhibits are a part of this application:

<u>Exhibit Number</u>	<u>Title</u>
1	Resolution of the Board of Directors of Boston University Charter School, Inc.
2	Application for Charter, Parts I and II
3	Sketch of Property Requested
4	GSA Regulation FPMR 101-47.4913
5	Environmental Analysis - Completed Environmental Questionnaire

12. Signature

The preceding information and ensuing exhibits are true and factual representations of Boston University Charter School, Inc. and comprise the application in its entirety.

  
W. Norman Johnson  
President  
Boston University Charter School, Inc.



Appendix B

Letters of Support



William F. Weld  
Governor

Thomas C. Rapone  
Secretary

# *The Commonwealth of Massachusetts*

*Executive Office of Public Safety*

*One Ashburton Place*

*Boston, Massachusetts 02108*

*(617) 727-7775*

March 22, 1993

Mr. W. Norman Johnson  
Rear Admiral, United States Navy  
c/o First in Peace  
775 Commonwealth Avenue, Suite 324  
Boston, MA 02215

Dear Mr. Johnson:

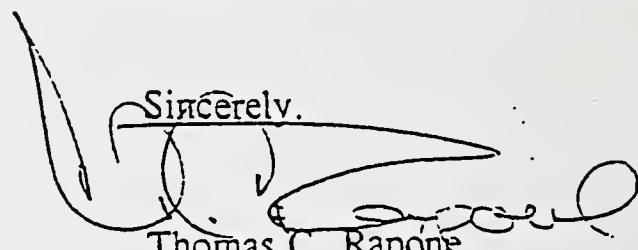
I write to offer my strong support for your program, "First in Peace", and to express my wholehearted appreciation for your initiative in the area of reducing violence amongst our inner city youths.

The voluntary nature of this program ensures that each youth involved truly has a desire to remove him or herself from an environment which they feel could be detrimental to their potential for success. By placing youths, from the ages of twelve through eighteen, who are either homeless or in unsatisfactory foster situations, under the direct supervision of retired members of the military, it offers them a wealth of knowledge and experience. This program utilizes valuable resources which are otherwise in danger of being lost.

As Secretary of Public Safety for the Commonwealth of Massachusetts, I fully appreciate efforts to remove willing, talented youngsters from situations that are detrimental to achieving their potential. I see First in Peace as a viable step towards achieving goals which all too often are only spoken about - providing a chance for our youth to remove themselves from unsatisfactory circumstances, work in conjunction with valued members of society and realign themselves onto the path to success and fulfillment.

Please accept this letter as my endorsement of this program and my sincere wish for its success.

Sincerely,

  
Thomas C. Rapone  
Secretary



March 3, 1993

City of Boston  
Raymond L. Flynn, Mayor  
Veterans' Services Department  
20 Church Street  
Boston, Massachusetts 02116  
(617) 725-3026

Thomas B. Materazzo  
Commissioner

W. Norman Johnson  
Rear Admiral, USN (retired)  
Vice President and Dean of Students  
Boston University  
775 Commonwealth Avenue Suite 324  
Boston, Ma. 02215

Dear Dean Johnson,

This is being written as an instrument of strong support for your "First in Peace" program proposal.

These times of uncertainty with regard to unemployment, education, or the lack of it, the matter of fact acceptance of violence in many of our urban areas plus the emergence of a sub culture, which is probably the product of these stated problems, call for a measure of creativity to address these issues.

Your proposal, to utilize the veterans who could be available due to a down sizing of the military, by becoming involved in what is essentially a partnership for positive action, in my view is a plan which should be implemented as soon as practically possible.

Some of our finest young men and women, committed to national service, by virtue of their chosen field, and of proven high caliber, would be able to interact with those in their formative years desperately in need of proper guidance.

Housing officials with whom I have spoken not only exhibit enthusiastic support for the idea but eagerly look forward to its inauguration. Military officers have expressed satisfaction that an ideal use of former servicepeople would be realized.

The entire concept just reeks of sound logic, which, it is hoped would be one of the most convincing factors for its acceptance.

Please be assured of continued support.

Sincerely,

Thomas B. Materazzo  
Commissioner

TBM/mt



EDWARD M. KENNEDY, MASSACHUSETTS, CHAIRMAN

CLAIBORNE PELL, RHODE ISLAND  
HOWARD M. METZENBAUM, OHIO  
CHRISTOPHER J. DODD, CONNECTICUT  
PAUL SIMON, ILLINOIS  
TOM HARKIN, IOWA  
BARBARA A. MIKULSKI, MARYLAND  
JEFF BINGAMAN, NEW MEXICO  
PAUL D. WELLSTONE, MINNESOTA  
HARRIS WOFFORD, PENNSYLVANIA

NANCY Landon KASSERBAUM, KANSAS  
JAMES M. JEFFORDS, VERMONT  
DAN COATS, INDIANA  
JUDD GREGG, NEW HAMPSHIRE  
STROM THURMOND, SOUTH CAROLINA  
ORRIN G. HATCH, UTAH  
DAVE DURENBERGER, MINNESOTA

NICK LITTLEFIELD, STAFF DIRECTOR AND CHIEF COUNSEL  
SUSAN K. HATTAN, MINORITY STAFF DIRECTOR

## United States Senate

COMMITTEE ON LABOR AND  
HUMAN RESOURCES

WASHINGTON, DC 20510-6300

August 17, 1993

W. Norman Johnson  
Rear Admiral, US Navy (retired)  
Vice President and Dean of Students  
Boston University  
775 Commonwealth Avenue  
Boston, MA 02215

Dear Admiral Johnson:

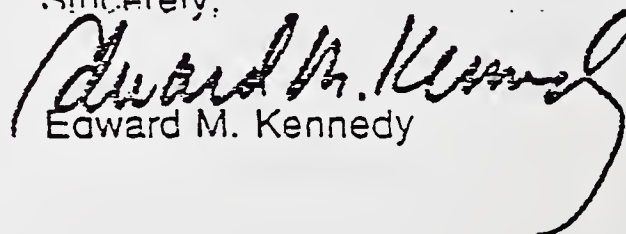
Thank you for your recent update on Boston University's "First in Peace" program. I share your interest in this important program, and I regret that my hectic legislative schedule has delayed my response.

As a strong supporter of community service, I look forward to hearing updates on the program as you track its participants in the coming months and years. I hope that "First in Peace" will be a model for other programs nation-wide. This is especially important at a time when we are trying to establish a National Service program across the country, which I trust will gain final approval by Congress this fall.

I am confident that the integrated approach of involving the participants in Boston University's community outreach programs upon completion of the summer program will prove to be effective. And "First in Peace" will help give a needed boost to the entire Fort Devens community generally, and the participants more specifically.

Again, thank you for writing to me about the program, and I look forward to hearing from you again when more information is available.

Sincerely,

  
Edward M. Kennedy

JOHN KERRY  
MASSACHUSETTS

# United States Senate

WASHINGTON, DC 20510-2102

One Bowdoin Square  
Tenth Floor  
Boston, MA 02114  
April 30, 1993

Norm Johnson  
Dean of Students  
Boston University  
775 Commonwealth Avenue  
Boston, MA 02215

Dear Dean Johnson:

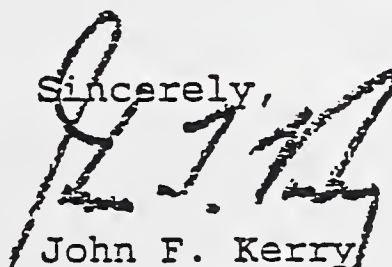
I am writing in support of "First in Peace," your proposal to set up a prototype residential program at Fort Devens, Massachusetts.

"First in Peace" offers an innovative approach to working with inner-city youths. The project at Fort Devens would allow United States military veterans to act as mentors to inner-city youths who are homeless or wards of the state.

The benefits of such a program would be manifold. Not only would these at-risk young people have a place to live and be involved in an educational program, it would also utilize the skills, talents, and discipline of our veterans in a very positive way. This combination of education and discipline would help to give these at-risk young people a fighting chance to break the cycle of crime, violence, and poverty which is so predominant in urban America.

As citizens and leaders of this nation, we must realize that our future lies in the hands and minds of our youth, and give them every opportunity to learn and succeed. "First in Peace" has these same goals, and, I believe, would make a tremendous impact on the young people involved. I support this program and am eager to see its inception.

Sincerely,



John F. Kerry  
United States Senator

JFK/bkc



THE COMMONWEALTH OF MASSACHUSETTS  
EXECUTIVE OFFICE OF HEALTH AND HUMAN SERVICES  
OFFICE OF VETERANS' SERVICES

100 CAMBRIDGE STREET.

ROOM 1002

BOSTON, MA 02202

WILLIAM F. WELD  
GOVERNOR

CHARLES D. BAKER  
SECRETARY

THOMAS J. HUDNER, JR.  
COMMISSIONER

TEL: (617) 727-3578  
FAX: (617) 727-5903

March 19, 1993

Rear Admiral W. Norman Johnson, USN (Ret.)  
First in Peace  
775 Commonwealth Avenue, Suite 324  
Boston, MA 02215

Dear Norm,

Having seen how your concept for First in Peace has developed from only an idea less than a year ago to a plan that has captured the imagination of leaders of all segments of our society, up to the White House level, it would be an honor and a pleasure to serve with you as a member of the planning and advisory group.

As we have discussed, having the prototype at Fort Devens would be an ideal site for a number of reasons: It has almost all the facilities you will need already in place; there is probably a relatively large population of former military personnel living close by; it is easily accessible to future students, as well as to instructor/mentors; the surrounding community has been accustomed to the presence of the military for generations and for social reasons, as well as economic, would be delighted to have such a program established there to replace their former Army neighbors; and for you and your colleagues at Boston University and other New England supporters, you can be deeply involved at minimum disruption to all your other responsibilities at BU.

As you know, mine is a time-consuming job, and our agency is planning to expand our responsibilities to the Commonwealth's veterans in the months to come. Nevertheless, I'll be pleased to be personally involved, as well as some of my staff, to ensure that First in Peace will be the success it promises to be.



I am honored to be asked to be part of the team. And as we both know from our many years in the Navy, teamwork in the prosecution of a worthy enterprise like this one is one of the fundamental keys of success.

Bravo!

Sincerely,

*Tom*

T. J. Hudner Jr.

Boston University

School of Social Work  
264 Bay State Road  
Boston, Massachusetts 02215  
Tel: 617/353-3760  
Fax: 617/353-3612



Office of the Dean

March 3, 1993

W. Norman Johnson  
Rear Admiral, U.S. Navy (retired)  
Vice President and Dean of Students  
Boston University  
First in Peace  
775 Commonwealth Avenue, Suite 324  
Boston, MA 02215

Dear Norm:

I am pleased to support your efforts in developing the First in Peace Program. It is a well-timed and creative initiative geared towards the simultaneous solution of two problems, namely the need for mentoring and a more structured environment for inner-city adolescents, and the need to train military personnel to aid their transition to the private sector. In addition, it makes use of military facilities scheduled to be closed down due to military cutbacks.

I would welcome the conversion of Fort Devens into one of the bases used as a prototype for the establishment of a national First in Peace Program. Given the fact that it would keep available facilities functioning, providing jobs for veterans and soon-to-be laid off military personnel, I believe it could only provide a boost to the economy of the area. In addition, it would help to combat the local growth of inner-city violence in Boston by protecting youths from the gangs, drugs and violence prominent in the inner-city, and offering them a more positive base upon which they can build future life choices.

I believe that the First in Peace Program is exactly the type of creative social initiative we need to see more of. I wish you success in your implementation of this program. If I can be of further assistance, please let me know.

Sincerely,

A handwritten signature in dark ink, appearing to read "Hubert E. Jones", written over a horizontal line.

Hubert E. Jones  
Dean

HEJ/mkt

Boston University

School of Education  
605 Commonwealth Avenue  
Boston, Massachusetts 02215

Office of the Dean



March 11, 1993

W. Norman Johnson  
Vice President and Dean of Students  
Boston University  
775 Commonwealth Avenue  
Boston, MA 02215

Dear Norm:

As you know, much of my work over the past twenty years has been in inner cities, with emphasis on ethics in policing, urban crime, gangs, violence, and drug trafficking and consumption. Those of us who work on the problems of inner cities know that conditions are incredibly grim, that predation on the innocent and helpless is savage and merciless, and that many of the young become creatures of impulse, often despite efforts of mothers, grandmothers, and great grandmothers to bring them up lovingly and well.

There is a clear absence in the lives of many of these children, youths, and adults of the blessings of liberty, domestic tranquillity, and justice revered in the Preamble to the Constitution of the United States—and a conspicuous void of opportunity as well.

Hard-working inner-city parents and grandparents, the clergy, police, school, hospital and social service agency personnel can use all the help they can get. Thus, I am happy to write in support of First in Peace generally—and specifically in support of the establishment at Fort Devens of a prototype residential program.

With best wishes,

Cordially yours,

Edwin J. Delattre  
Dean and Olin Scholar  
in Applied Ethics

EJD:imp



American Student Assistance

330 Stuart Street  
Boston, Massachusetts  
02116-5292

800 999-9080 TEL  
617 728-4265 FAX  
800 999-0923 TDD

March 23, 1993



A | S | A

W. Norman Johnson  
Rear Admiral, USN (retired)  
Vice President and Dean of Students  
First in Peace  
Boston University  
775 Commonwealth Avenue Suite 324  
Boston, Massachusetts 02215

Dear Dean Johnson,

I have read with great interest your "First in Peace" program proposal and discussed the concept with several of my colleagues.

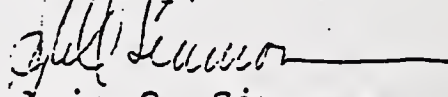
All agree that it is an innovative and exciting program that addresses not only the needs of at risk teenagers, but has the potential of significantly impacting the lives of young adults, the communities in which they reside and society in general.

As an educator, I have seen the enthusiasm of young people towards learning and training quickly diminish as they become adolescents and must deal with the harsh realities of existence as well as the demands placed upon them by their peers to "live for the moment". Your program will provide at risk teens not only a safe environment and fulfillment of basic needs but the opportunity to think about a future beyond high school that includes further education, training or a place in the workforce.

The partnership described in your proposal will ensure the success of the program and the added value is the benefit that will accrue to the partners in return for their involvement.

I support the program. It will become a model for the nation. We cannot afford to ignore or throw away one youngster as we move to the 21st century and realize the human resource demands that will be made on this nation. Your program is important to all of us.

Sincerely,

  
Sylvia Q. Simmons  
Executive Vice President

American  
Student  
Assistance  
Corporation

American  
Student  
Assistance  
Guarantor

American  
Student  
Assistance  
Services  
Corporation

American  
Student  
Assistance  
Services, Inc.

SQS/dbc

NATIONAL SERVICE SECRETARIAT

5140 SHERIER PLACE N. W.

WASHINGTON, D.C. 20016

(202) 244-5828

Donald J. Eberly, *Executive Director*

February 26, 1993

Admiral W. Norman Johnson  
Vice President and Dean of Students  
Boston University  
775 Commonwealth Avenue  
Boston, MA 02215

Dear Admiral Johnson:

I am delighted to hear that the research effort for First in Peace is yielding such promising results.

It seems to me that First in Peace deserves to be tested and evaluated. The Fort Devens-Boston area should be a good place for testing. It is usually a good idea to experiment first with good ideas in friendly places; if they work, they can then be refined and applied to more difficult situations.

With President Clinton's national service proposal taking shape and other youth initiatives in the works, I think we are on the road to restoring hope to the lives of all young Americans.

I enclose a copy of our latest Newsletter, just off the press.

Sincerely,



Donald J. Eberly

Enclosure

DEMOCRATS

G.V. (SONNY) MONTGOMERY, MISSISSIPPI  
DON EDWARDS, CALIFORNIA  
DOUGLAS APPLEGATE, OHIO  
LANE EVANS, ILLINOIS  
TIMOTHY J. PENNY, MINNESOTA  
J. ROY ROWLAND, GEORGIA  
JIM SLATTERY, KANSAS  
JOSEPH P. KENNEDY II, MASSACHUSETTS  
GEORGE E. SANGMEISTER, ILLINOIS  
JILL L. LONG, INDIANA  
CHET EDWARDS, TEXAS  
MAXINE WATERS, CALIFORNIA  
BOB CLEMENT, TENNESSEE  
BOB FILNER, CALIFORNIA  
FRANK TEJEDA, TEXAS  
LUIS V. GUTIERREZ, ILLINOIS  
SCOTTY BAESLER, KENTUCKY  
SANFORD BISHOP, GEORGIA  
JAMES E. CLYBURN, SOUTH CAROLINA  
MICHAEL KREIDLER, WASHINGTON  
CORRINE BROWN, FLORIDA

MACK FLEMING  
STAFF DIRECTOR AND CHIEF COUNSEL

ONE HUNDRED THIRD CONGRESS

G.V. (SONNY) MONTGOMERY  
CHAIRMAN

U.S. House of Representatives

COMMITTEE ON VETERANS' AFFAIRS

335 CANNON HOUSE OFFICE BUILDING

Washington, DC 20515

March 12, 1993

REPUBLICANS

BOB STUMP, ARIZONA  
CHRISTOPHER M. SMITH, NEW JERSEY  
DAN BURTON, INDIANA  
MICHAEL BILIRAKIS, FLORIDA  
THOMAS J. RIEGE, PENNSYLVANIA  
FLOYD SPENCE, SOUTH CAROLINA  
TIM HUTCHINSON, ARKANSAS  
TERRY EVERETT, ALABAMA  
STEVE BUYER, INDIANA  
JACK QUINN, NEW YORK  
SPENCER BACHUS, ALABAMA  
JOHN LINGER, GEORGIA

RADM W. Norman Johnson, USN (Ret.)  
*First in Peace*  
775 Commonwealth Avenue, Suite 324  
Boston, Massachusetts 02215

Dear Admiral Johnson:

First, I want to thank you for your very eloquent statement before our Subcommittee on Oversight and Investigations in September in regard to the need for improved services to inner-city veterans. But most of all, I want to express my respect and support for your initiative *First in Peace*, which brings young military veterans together with homeless youth in order to better serve both groups.

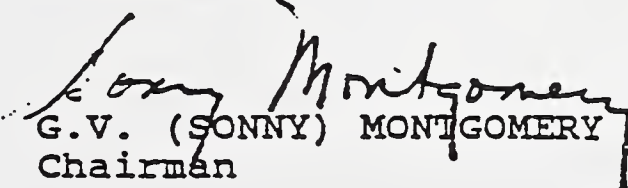
I am very concerned about the impact of the massive military drawdown now underway. We obviously must increase the national focus on employment, housing, education and attendant concerns of our service personnel as thousands upon thousands are released from active duty. In addition to the human impact of this defense reduction, there is an infrastructure of military facilities for which we must find a purpose. Based on what I have read and been told, *First in Peace* responds to both concerns.

Incentives to inner-city youth to break out of the mold of unmanageability, non-productivity and violence are severely lacking. Your program works to fill this serious void by giving them the companionship, talents, encouragement, discipline and example of this nation's most prominent role models, those who wear the uniform of their country. That is a very intelligent use of a valuable resource. In turn, veterans receive the fulfillment that productivity brings and the opportunity to improve their lives through work-study-training incentives provided by Boston University which will better prepare them for the transition to the civilian job market.



*First in Peace* is a local initiative with national implications that deserves attention. Our Committee will continue to watch the development of this project with keen interest.

Sincerely,

  
G.V. (SONNY) MONTGOMERY  
Chairman

GVM/jhh



State of Florida

**Department of Veterans' Affairs**  
Division of Administration and Public Information

Earl G. Peck, MGen, USAF(Ret)  
Executive Director

Post Office Box 31003  
St. Petersburg, Florida 33731-8903  
(813) 893-2451

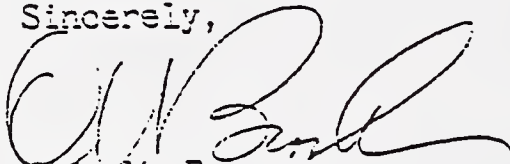
Lawton Chiles  
Governor  
Jim Smith  
Secretary of State  
Robert A. Butterworth  
Attorney General  
Gerald Lewis  
State Comptroller  
Tom Gallagher  
State Treasurer  
Bob Crawford  
Commissioner of Agriculture  
Betty Castor  
Commissioner of Education

February 9, 1993

Boston University  
Office of the Vice President and Dean of Students  
775 Commonwealth Avenue, #324  
Boston, MA 02215

Please be advised of my support of the "First in Peace" program being spearheaded by Boston University and Admiral W. N. Johnson. I believe the concept has great merit and has the potential to contribute significantly in addressing several of our society's challenges - employment of veterans, tutoring of inner city children with proven role models, and constructive utilization of closed military cases, to name a few.

Sincerely,

  
Lois M. Brooks  
Director

OMB:cs/C40-3

RECEIVED

U N I V E R S I T Y   O F

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# CONNECTICUT

SCHOOL OF SOCIAL WORK  
Greater Hartford Campus

March 16, 1993

W. Norman Johnson  
Rear Admiral, USN  
Vice President and Dean of Students  
775 Commonwealth Avenue  
Boston, Massachusetts 02215

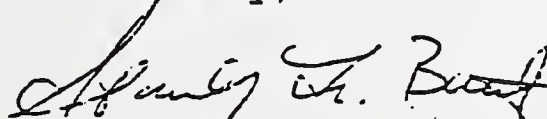
Dear Mr. Johnson:

I would be delighted to work with you on your First in Peace Project. I would like to work on the general program description including mentoring approach, funding rationale, approach to train mentors, and evaluation plan.

I believe my work with young fathers and my curriculums, with the City of Hartford (Boys 11-14 HERO) and Young Fathers National Resource Center for Youth Services (Young Males 14-17) will be helpful.

Look forward to hearing from you, and if you have any questions, please call (203) 241-4728.

Sincerely,



Stanley F. Battle, Ph.D.  
Associate Dean for  
Research and Development

SFB:jd

Enclosure





## Appendix C

### National Civilian Community Corps

CORPORATION FOR  
**NATIONAL**  
AND  
**COMMUNITY**  
**SERVICE**

---

**NATIONAL CIVILIAN COMMUNITY CORPS**  
**OFFICE OF THE DIRECTOR**

December 28, 1993

Rear Admiral(Ret) Norman Johnson  
Dean of Students  
Boston University  
775 Commonwealth Avenue  
Boston, Mass

Dear Admiral Johnson:

It was a most enjoyable and productive meeting we shared with you and your staff on December 16, 1993. Our brief meeting also confirmed my intuition that a partnership between Boston University and the National Civilian Community Corps might be productive and useful for a diverse group of youths, 14-17 years of age.

We would like you to consider conducting a summer program for 200 youths, 14-17 years of age, boys and girls, with fifty per cent from economically disadvantaged backgrounds. This would be a racially diverse group from the Northeastern United States, housed at Ft. Devens, Mass. for approximately two months.

We would collaborate on developing a three week curriculum followed by a five week community service period in which corps members conduct community projects in surrounding communities near Ft. Devens. We would also need assurance regarding the selection and training of cadre, as we feel this is key to a successful summer program.

Please provide us your thoughts or a proposal that provides cost estimates and supporting programs elements. For further details and considerations of this effort, please contact Fred Peters, Deputy Director for Training and Curriculum Development at (202) 606-5000 ext. 102 or facsimile (202) 606-5271.

I look forward to working with you and creating a partnership that revolutionizes education and community service for youths in America.

Yours in service,



Donald L. Scott  
Director

DLS:vj



## Appendix D

**Boston University Charter School, Incorporated  
Board of Trustees**

**President:** W. Norman Johnson, 325 Goddard Avenue, Brookline, MA 02135

**Treasurer:** Paul Clemente, Jr., 99 Manatee Road, Hingham, MA 02043

**Clerk:** Todd L.C. Klipp, 19 Holmes Road, Lexington, MA 02173

**Directors:** W. Norman Johnson

David P. Mansfield, 16 Bow Street, Arlington, MA 02174

Kathleen Kilgore, 8 Walter Street, Roslindale, MA 02131

## Appendix E

### Budget



BOSTON UNIVERSITY CHARTER SCHOOL  
 START-UP BUDGET  
 60 STUDENTS  
 ENDING 30 JUNE 1995

10/15/94

EXPENSES		REVENUE	
CLEAN OUT BUILDINGS	\$1,500	GRANTS (NOTE 4)	\$40,000
EQUIP CLASSROOMS (NOTE 1)	0		
EQUIP CLINIC	4,000		
EQUIP ADMIN OFFICES	5,000		
EQUIP RESIDENCE FACILITIES (NOTE 2)	0		
STOCK TEXTBOOKS AND SCHOOL SUPPLIES	9,000		
INSURANCE	4,500		
PRINCIPAL'S SALARY	12,500		
BENEFITS (NOTE 3)	3,500		
<b>TOTAL EXPENSES</b>	<b>\$40,000</b>	<b>TOTAL REVENUE</b>	<b>\$40,000</b>
		<b>TOTAL EXPENSES</b>	<b>\$40,000</b>
		<b>TOTAL REVENUE</b>	<b>\$40,000</b>
		<b>SURPLUS (DEFICIT)</b>	<b>\$0</b>

BOSTON UNIVERSITY CHARTER SCHOOL  
START-UP BUDGET  
60 STUDENTS  
ENDING 30 JUNE 1995

NOTES

1. Classroom furniture and equipment will be obtained from Boston University Surplus.
2. Furnishings for residence facilities will be obtained from Boston University Surplus.
3. Benefits are calculated at 28% of salary total for all employees.
4. We anticipate receipt of a total of \$40,000 in grants from GOALS 2000 and ESEA.

BOSTON UNIVERSITY CHARTER SCHOOL OPERATING BUDGET  
PROJECTION  
FIVE YEAR PROJECTION BEGINNING IN FALL 1995  
STARTING WITH 60 STUDENTS

10/15/94

DESCRIPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
<b>REVENUES</b>					
DOE REIMBURSEMENT (NOTE 1)	278,220	\$429,850	\$590,327	\$760,046	\$939,417
STUDENT ENTITLEMENTS	0	108,000	162,000	216,000	270,000
DSS CONTRACTS	1,276,819	1,380,999	1,584,593	1,961,134	2,146,411
GRANTS (NOTE 2)	0	0	0	0	0
<b>TOTAL REVENUES</b>	<b>\$1,555,039</b>	<b>\$1,918,849</b>	<b>\$2,336,920</b>	<b>\$2,937,180</b>	<b>\$3,355,828</b>
<b>EXPENSES</b>					
<b>FACILITY PREP:</b>					
CLASSROOMS, LIBRARY	9,000	\$9,000	\$10,500	\$12,000	0
LABORATORIES	62,000	0	0	0	0
RESIDENCE FACILITY	13,000	13,000	15,500	16,750	0
TEXTBOOKS AND SCHOOL SUPPLIES	6,000	6,000	7,500	8,100	0
<b>TOTAL FACILITY PREP</b>	<b>\$90,000</b>	<b>\$28,000</b>	<b>\$33,500</b>	<b>\$36,850</b>	<b>\$0</b>
<b>PERSONNEL:</b>					
SALARIES-HEADMASTER	75,000	77,250	79,568	81,954	\$84,414
SALARIES-PRINCIPAL & TEACHER	50,000	51,500	53,045	54,636	56,275
SALARIES-DEAN OF STUDENTS & TEACHER	50,000	51,500	53,045	54,636	56,275
SALARIES-DIRECTOR OF ADMINISTRATION	45,000	46,350	47,740	49,173	50,648
SALARIES-TEACHERS	175,000	252,350	334,184	497,191	590,892
SALARIES-MENTORS/HOUSEMASTERS	60,000	103,000	127,308	174,836	202,592
SALARIES-MEDICAL PERSON	28,000	28,840	29,705	30,596	31,514
SALARIES-SECRETARIES	33,400	34,402	35,434	36,497	37,592
SALARIES-CUSTODIANS	36,000	37,080	38,192	59,007	60,777
BENEFITS-ALL STAFF	154,672	191,036	223,502	290,787	327,874
STAFF DEVELOPMENT	30,000	45,000	55,000	75,000	85,000
<b>TOTAL PERSONNEL</b>	<b>\$737,072</b>	<b>\$918,308</b>	<b>\$1,076,723</b>	<b>\$1,404,313</b>	<b>\$1,583,853</b>
<b>OCCUPANCY:</b>					
UTILITIES AND MAINTENANCE	170,000	\$205,000	205,000	205,000	\$235,000
<b>TOTAL OCCUPANCY</b>	<b>\$170,000</b>	<b>\$205,000</b>	<b>\$205,000</b>	<b>\$205,000</b>	<b>\$235,000</b>
<b>INSTRUCTIONAL SUPPLIES:</b>					
TEXTS	2,000	3,000	4,500	5,000	6,200
SOFTWARE	1,000	1,500	1,000	1,000	1,200
LIBRARY	2,000	3,000	2,000	2,400	3,000
CONSUMABLES	5,000	7,000	12,000	14,500	20,000
TEACHERS' DISCRETIONARY	21,000	27,000	33,000	45,000	51,000
<b>TOTAL INSTRUCTIONAL SUPPLIES</b>	<b>\$31,000</b>	<b>\$41,500</b>	<b>\$52,500</b>	<b>\$67,900</b>	<b>\$81,400</b>



BOSTON UNIVERSITY CHARTER SCHOOL OPERATING BUDGET  
PROJECTION  
FIVE YEAR PROJECTION BEGINNING IN FALL 1995  
STARTING WITH 60 STUDENTS

10/15/94

DESCRIPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
<b>NON-INSTRUCTIONAL SUPPLIES:</b>					
CUSTODIAL SUPPLIES	10,000	12,500	17,500	24,000	31,000
FUEL FOR VEHICLES	5,000	10,000	13,500	18,000	22,000
CLOTHING FOR STUDENTS	60,000	90,000	120,000	150,000	180,000
TOILET ARTICLES, ETC., FOR STUDENTS	12,000	18,000	24,000	30,000	36,000
<b>TOTAL NON-INSTRUCTIONAL SUPPLIES</b>	<b>\$87,000</b>	<b>\$130,500</b>	<b>\$175,000</b>	<b>\$222,000</b>	<b>\$269,000</b>
<b>CONTRACTS:</b>					
FOOD SERVICE	180,000	270,000	396,000	525,000	630,000
SOCIAL SERVICES	30,000	45,000	64,000	70,000	90,000
VEHICLE LEASE	6,000	6,500	9,750	10,000	15,000
BUS CHARTER	3,000	4,000	6,400	8,000	13,000
COPY MACHINE LEASE	3,600	3,600	3,600	3,800	4,200
EQUIPMENT MAINTENANCE	4,000	6,000	8,000	10,000	13,500
PRINTING, TRANSLATIONS	10,000	15,000	20,000	25,000	29,000
INSURANCE	25,000	27,000	27,000	30,000	32,000
BOOKKEEPING	23,000	26,000	26,000	29,000	30,000
<b>TOTAL CONTRACTS</b>	<b>\$284,600</b>	<b>\$403,100</b>	<b>\$560,750</b>	<b>\$710,800</b>	<b>\$856,700</b>
<b>OTHER ADMIN EXPENSES:</b>					
SUPPLIES	2,000	2,500	3,000	3,300	3,600
TELEPHONE/COMMUNICATIONS	4,000	5,000	5,500	6,000	6,200
POSTAGE AND SHIPPING	2,000	3,000	3,500	4,000	4,400
TRAVEL	4,000	5,000	6,000	6,500	6,900
MISCELLANEOUS	2,000	2,500	3,000	3,500	3,700
<b>TOTAL OTHER ADMIN EXPENSES</b>	<b>\$14,000</b>	<b>\$18,000</b>	<b>\$21,000</b>	<b>\$23,300</b>	<b>\$24,800</b>
<b>CASH FLOW RESERVE:</b>					
<b>TOTAL CASH FLOW RESERVE</b>	<b>\$141,367</b>	<b>\$174,441</b>	<b>\$212,447</b>	<b>\$267,016</b>	<b>\$305,075</b>
<b>TOTAL EXPENSES</b>	<b>\$1,555,039</b>	<b>\$1,918,849</b>	<b>\$2,336,920</b>	<b>\$2,937,180</b>	<b>\$3,355,828</b>
<b>EXCESS (DEFICIENCY)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

## FIVE-YEAR BUDGET PROJECTION

### NOTES

1. DOE reimbursement remains unclear. We have chosen the figures given us for Ayer, as the lower of the figures for Ayer/Harvard. In fact, our proposed location is in that portion of the Fort Devens Reservation which lies within the Harvard boundary. Should we receive the Harvard figures, reimbursement will be higher.
2. We shall apply for philanthropic grants. Grant funds received will be used for building renovations. Renovations are not a necessity prior to commencement of operations but will be accomplished as funds permit to improve the educational and residential facilities.

BOSTON UNIVERSITY CHARTER SCHOOL  
1995-1996 BUDGET  
60 STUDENTS

10/15/94

EXPENSES		REVENUE	
<b>PREPARATIONS FOR NEXT YEAR</b>		DOE REIMBURSEMENT	\$278,220
EQUIP CLASSROOMS, LIBRARY	\$9,000	DSS CONTRACTS	1,276,819
EQUIP CHEMISTRY LAB	30,000		
EQUIP PHYSICS LAB	25,000		
EQUIP COMPUTER LAB	7,000		
EQUIP RESIDENCE FACILITY FOR 30 STUDENTS	9,000		
APPLIANCES FOR 2 HOUSEMASTER APARTMENTS	4,000		
STOCK TEXTBOOKS AND SCHOOL SUPPLIES	6,000		
TOTAL PREPARATIONS FOR NEXT YEAR		\$90,000	
<b>SALARIES</b>			
HEADMASTER	75,000		
PRINCIPAL	50,000		
DEAN OF STUDENTS	50,000		
DIRECTOR OF ADMINISTRATION	45,000		
TEACHERS	175,000		
MENTORS/HOUSEMASTERS	60,000		
MEDICAL PERSON	28,000		
SECRETARIES	33,400		
CUSTODIANS	36,000		
TOTAL SALARIES		552,400	
<b>BENEFITS</b>			
CALCULATED AT 28 PERCENT OF SALARIES		154,672	
<b>INSTRUCTIONAL SUPPLIES</b>			
TEXTS	2,000		
SOFTWARE	1,000		
LIBRARY	2,000		
CONSUMABLES	5,000		
TEACHERS' DISCRETIONARY	21,000		
TOTAL INSTRUCTIONAL SUPPLIES		31,000	
<b>NON-INSTRUCTIONAL SUPPLIES</b>			
CUSTODIAL SUPPLIES	10,000		
FUEL FOR VEHICLES	5,000		
CLOTHING FOR STUDENTS	60,000		
TOILET ARTICLES, ETC., FOR STUDENTS	12,000		
TOTAL NON-INSTRUCTIONAL SUPPLIES		87,000	
<b>CONTRACTS</b>			
FOOD SERVICE	180,000		
SOCIAL SERVICES	30,000		
PROFESSIONAL DEVELOPMENT	30,000		
UTILITIES	170,000		
LEASE OF 2 VANS	6,000		
BUS CHARTERS	3,000		
LEASE OF COPY MACHINE	3,600		
EQUIPMENT MAINTENANCE	4,000		
PRINTING, TRANSLATIONS	10,000		
INSURANCE	25,000		
BOOKKEEPING	23,000		
TOTAL CONTRACTS		484,600	
<b>OTHER ADMIN EXPENSES</b>			
SUPPLIES	2,000		
TELEPHONE/COMMUNICATIONS	4,000		
POSTAGE AND SHIPPING	2,000		
TRAVEL	4,000		
MISCELLANEOUS	2,000		
TOTAL OTHER ADMIN EXPENSES		14,000	
TOTAL EXPENSES		\$1,413,672	TOTAL REVENUE \$1,555,039
CASH FLOW RESERVE = 10 PERCENT OF TOTAL EXPENSES		\$141,367	TOTAL EXPENSES \$1,555,039
TOTAL EXPENSES PLUS CASH FLOW RESERVE		\$1,555,039	SURPLUS (DEFICIT) \$0



BOSTON UNIVERSITY CHARTER SCHOOL  
1996-1997 BUDGET  
90 STUDENTS

10/15/94

EXPENSES			REVENUE	
<b>PREPARATIONS FOR NEXT YEAR</b>			DOE REIMBURSEMENT	\$429,850
EQUIP CLASSROOMS, LIBRARY	\$9,000		STUDENT ENTITLEMENTS	108,000
EQUIP RESIDENCE FACILITY FOR 30 STUDENTS	9,000		DSS CONTRACTS	1,380,999
APPLIANCES FOR 2 HOUSEMASTER APARTMENTS	4,000			
STOCK TEXTBOOKS AND SCHOOL SUPPLIES	6,000			
TOTAL PREPARATIONS FOR NEXT YEAR		\$28,000		
<b>SALARIES</b>				
HEADMASTER	77,250			
PRINCIPAL	51,500			
DEAN OF STUDENTS	51,500			
DIRECTOR OF ADMINISTRATION	46,350			
TEACHERS	252,350			
MENTORS/HOUSEMASTERS	103,000			
MEDICAL PERSON	28,840			
SECRETARIES	34,402			
CUSTODIANS	37,080			
TOTAL SALARIES		682,272		
<b>BENEFITS</b>				
CALCULATED AT 28 PERCENT OF SALARIES		191,036		
<b>INSTRUCTIONAL SUPPLIES</b>				
TEXTS	3,000			
SOFTWARE	1,500			
LIBRARY	3,000			
CONSUMABLES	7,000			
TEACHERS' DISCRETIONARY	27,000			
TOTAL INSTRUCTIONAL SUPPLIES		41,500		
<b>NON-INSTRUCTIONAL SUPPLIES</b>				
CUSTODIAL SUPPLIES	12,500			
FUEL FOR VEHICLES	10,000			
CLOTHING FOR STUDENTS	90,000			
TOILET ARTICLES, ETC., FOR STUDENTS	18,000			
TOTAL NON-INSTRUCTIONAL SUPPLIES		130,500		
<b>CONTRACTS</b>				
FOOD SERVICE	270,000			
SOCIAL SERVICES	45,000			
PROFESSIONAL DEVELOPMENT	45,000			
UTILITIES	205,000			
BUS CHARTERS	4,000			
LEASE OF 2 VANS	6,500			
LEASE OF COPY MACHINE	3,600			
EQUIPMENT MAINTENANCE	6,000			
PRINTING, TRANSLATIONS	15,000			
INSURANCE	27,000			
BOOKKEEPING	26,000			
TOTAL CONTRACTS		653,100		
<b>OTHER ADMIN EXPENSES</b>				
SUPPLIES	2,500			
TELEPHONE/COMMUNICATIONS	5,000			
POSTAGE AND SHIPPING	3,000			
TRAVEL	5,000			
MISCELLANEOUS	2,500			
TOTAL OTHER ADMIN		18,000		
TOTAL EXPENSES		\$1,744,408	TOTAL REVENUE	\$1,918,849
CASH FLOW RESERVE = 10 PERCENT OF TOTAL EXPENSES		\$174,441	TOTAL EXPENSES	\$1,918,849
TOTAL EXPENSES PLUS CASH FLOW RESERVE		\$1,918,849	SURPLUS (DEFICIT)	\$0

BOSTON UNIVERSITY CHARTER SCHOOL  
1997-1998 BUDGET  
120 STUDENTS

10/15/94

EXPENSES			REVENUE	
<b>PREPARATIONS FOR NEXT YEAR</b>			DOE REIMBURSEMENT	\$590,327
EQUIP CLASSROOMS, LIBRARY	\$10,500		STUDENT ENTITLEMENTS	162,000
EQUIP RESIDENCE FACILITY FOR 30 STUDENTS	10,500		DSS CONTRACTS	1,584,593
APPLIANCES FOR 2 HOUSEMASTER APARTMENTS	5,000			
STOCK TEXTBOOKS AND SCHOOL SUPPLIES	7,500			
TOTAL PREPARATIONS FOR NEXT YEAR		\$33,500		
<b>SALARIES</b>				
HEADMASTER	79,568			
PRINCIPAL	53,045			
DEAN OF STUDENTS	53,045			
DIRECTOR OF ADMINISTRATION	47,740			
TEACHERS	334,184			
MENTORS/HOUSEMASTERS	127,308			
MEDICAL PERSON	29,705			
SECRETARIES	35,434			
CUSTODIANS	38,192			
TOTAL SALARIES		798,221		
<b>BENEFITS</b>				
CALCULATED AT 28 PERCENT OF SALARIES		223,502		
<b>INSTRUCTIONAL SUPPLIES</b>				
TEXTS	4,500			
SOFTWARE	1,000			
LIBRARY	2,000			
CONSUMABLES	12,000			
TEACHERS' DISCRETIONARY	33,000			
TOTAL INSTRUCTIONAL SUPPLIES		52,500		
<b>NON-INSTRUCTIONAL SUPPLIES</b>				
CUSTODIAL SUPPLIES	17,500			
FUEL FOR VEHICLES	13,500			
CLOTHING FOR STUDENTS	120,000			
TOILET ARTICLES, ETC., FOR STUDENTS	24,000			
TOTAL NON-INSTRUCTIONAL SUPPLIES		175,000		
<b>CONTRACTS</b>				
FOOD SERVICE	396,000			
SOCIAL SERVICES	64,000			
PROFESSIONAL DEVELOPMENT	55,000			
UTILITIES	205,000			
BUS CHARTERS	6,400			
LEASE OF 3 VANS	9,750			
LEASE OF COPY MACHINE	3,600			
EQUIPMENT MAINTENANCE	8,000			
PRINTING, TRANSLATIONS	20,000			
INSURANCE	27,000			
BOOKKEEPING	26,000			
TOTAL CONTRACTS		820,750		
<b>OTHER ADMIN EXPENSES</b>				
SUPPLIES	3,000			
TELEPHONE/COMMUNICATIONS	5,500			
POSTAGE AND SHIPPING	3,500			
TRAVEL	6,000			
MISCELLANEOUS	3,000			
TOTAL OTHER ADMIN		21,000		
TOTAL EXPENSES		\$2,124,473	TOTAL REVENUE	\$2,336,920
CASH FLOW RESERVE = 10 PERCENT OF TOTAL EXPENSES		\$212,447	TOTAL EXPENSES	\$2,336,920
TOTAL EXPENSES PLUS CASH FLOW RESERVE		\$2,336,920	SURPLUS (DEFICIT)	\$0

BOSTON UNIVERSITY CHARTER SCHOOL  
1998-1999 BUDGET  
150 STUDENTS

10/15/94

EXPENSES			REVENUE	
<b>PREPARATIONS FOR NEXT YEAR</b>			DOE REIMBURSEMENT	\$760,046
EQUIP CLASSROOMS, LIBRARY	\$12,000		STUDENT ENTITLEMENTS	216,000
EQUIP RESIDENCE FACILITY FOR 30 STUDENTS	11,250		DSS CONTRACTS	1,961,134
APPLIANCES FOR 2 HOUSEMASTER APARTMENTS	5,500			
STOCK TEXTBOOKS AND SCHOOL SUPPLIES	8,100			
TOTAL PREPARATIONS FOR NEXT YEAR		\$36,850		
<b>SALARIES</b>				
HEADMASTER	81,954			
PRINCIPAL	54,636			
DEAN OF STUDENTS	54,636			
DIRECTOR OF ADMINISTRATION	49,173			
TEACHERS	497,191			
MENTORS/HOUSEMASTERS	174,836			
MEDICAL PERSON	30,596			
SECRETARIES	36,497			
CUSTODIANS	59,007			
TOTAL SALARIES		1,038,526		
<b>BENEFITS</b>				
CALCULATED AT 28 PERCENT OF SALARIES		290,787		
<b>INSTRUCTIONAL SUPPLIES</b>				
TEXTS	5,000			
SOFTWARE	1,000			
LIBRARY	2,400			
CONSUMABLES	14,500			
TEACHERS' DISCRETIONARY	45,000			
TOTAL INSTRUCTIONAL SUPPLIES		67,900		
<b>NON-INSTRUCTIONAL SUPPLIES</b>				
CUSTODIAL SUPPLIES	24,000			
FUEL FOR VEHICLES	18,000			
CLOTHING FOR STUDENTS	150,000			
TOILET ARTICLES, ETC., FOR STUDENTS	30,000			
TOTAL NON-INSTRUCTIONAL SUPPLIES		222,000		
<b>CONTRACTS</b>				
FOOD SERVICE	525,000			
SOCIAL SERVICES	70,000			
PROFESSIONAL DEVELOPMENT	75,000			
UTILITIES	205,000			
BUS CHARTERS	8,000			
LEASE OF 3 VANS	10,000			
LEASE OF COPY MACHINE	3,800			
EQUIPMENT MAINTENANCE	10,000			
PRINTING, TRANSLATIONS	25,000			
INSURANCE	30,000			
BOOKKEEPING	29,000			
TOTAL CONTRACTS		990,800		
<b>OTHER ADMIN EXPENSES</b>				
SUPPLIES	3,300			
TELEPHONE/COMMUNICATIONS	6,000			
POSTAGE AND SHIPPING	4,000			
TRAVEL	6,500			
MISCELLANEOUS	3,500			
TOTAL OTHER ADMIN		23,300		
TOTAL EXPENSES		\$2,670,163	TOTAL REVENUE	\$2,937,180
CASH FLOW RESERVE = 10 PERCENT OF TOTAL EXPENSES		\$267,016	TOTAL EXPENSES	\$2,937,180
TOTAL EXPENSES PLUS CASH FLOW RESERVE		\$2,937,180	SURPLUS (DEFICIT)	\$0



BOSTON UNIVERSITY CHARTER SCHOOL  
1999-2000 BUDGET  
180 STUDENTS

10/15/94

EXPENSES		REVENUE	
<b>SALARIES</b>		DOE REIMBURSEMENT	\$939,417
HEADMASTER	\$84,414	STUDENT ENTITLEMENTS	270,000
PRINCIPAL	56,275	DSS CONTRACTS	2,146,411
DEAN OF STUDENTS	56,275		
DIRECTOR OF ADMINISTRATION	50,648		
TEACHERS	590,892		
MENTORS/HOUSEMASTERS	202,592		
MEDICAL PERSON	31,514		
SECRETARIES	37,592		
CUSTODIANS	60,777		
TOTAL SALARIES		1,170,979	
<b>BENEFITS</b>			
CALCULATED AT 28 PERCENT OF SALARIES		327,874	
<b>INSTRUCTIONAL SUPPLIES</b>			
TEXTS	6,200		
SOFTWARE	1,200		
LIBRARY	3,000		
CONSUMABLES	20,000		
TEACHERS' DISCRETIONARY	51,000		
TOTAL INSTRUCTIONAL SUPPLIES		81,400	
<b>NON-INSTRUCTIONAL SUPPLIES</b>			
CUSTODIAL SUPPLIES	31,000		
FUEL FOR VEHICLES	22,000		
CLOTHING FOR STUDENTS	180,000		
TOILET ARTICLES, ETC., FOR STUDENTS	36,000		
TOTAL NON-INSTRUCTIONAL SUPPLIES		269,000	
<b>CONTRACTS</b>			
FOOD SERVICE	630,000		
SOCIAL SERVICES	90,000		
PROFESSIONAL DEVELOPMENT	85,000		
UTILITIES	235,000		
BUS CHARTERS	13,000		
LEASE OF 4 VANS	15,000		
LEASE OF COPY MACHINE	4,200		
EQUIPMENT MAINTENANCE	13,500		
PRINTING, TRANSLATIONS	29,000		
INSURANCE	32,000		
BOOKKEEPING	30,000		
TOTAL CONTRACTS		1,176,700	
<b>OTHER ADMIN EXPENSES</b>			
SUPPLIES	3,600		
TELEPHONE/COMMUNICATIONS	6,200		
POSTAGE AND SHIPPING	4,400		
TRAVEL	6,900		
MISCELLANEOUS	3,700		
TOTAL OTHER ADMIN		24,800	
TOTAL EXPENSES		\$3,050,753	<b>TOTAL REVENUE</b> \$3,355,828
CASH FLOW RESERVE = 10 PERCENT OF TOTAL EXPENSES		\$305,075	<b>TOTAL EXPENSES</b> \$3,355,828
<b>TOTAL EXPENSES PLUS CASH FLOW RESERVE</b>		<b>\$3,355,828</b>	<b>SURPLUS (DEFICIT)</b> \$0

